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ABSTRACT

This handbook contains a compilation of human sexuality course syllabi and audio-visual materials. It was developed to enable sex educators to identify and contact one another, to compile Human Sexuality Course Syllabi from across the country, and to bring to attention audio-visual materials which are available for teaching Human Sexuality courses. An alphabetical membership list is provided which lists 161 individuals who have indicated an interest in joining the Association of Counselor Education and Supervision (ACES) Human Sexuality Training Network. Interested members are also listed by state. Nineteen Human Sexuality course syllabi, complete with references and reading lists, are included from various colleges and universities. Seven pages of general Human Sexuality audio-visual resources recommended by specific human sexuality instructors are provided, along with five pages of Human Sexuality audio-visual resources recommended by the general instructor group. Instructions are given for readers interested in submitting material for the next edition of the handbook. (NB)

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# ACES HUMAN SEXUALITY TRAINING NETWORK HANDBOOK

American Association for Counseling and Development

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## A Compilation of Human Sexuality Course Syllabi
## and
## Audio-Visual Material

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American Association of Counselor Education and Supervision
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# ACES HUMAN SEXUALITY TRAINING NETWORK HANDBOOK

## A Compilation of Human Sexuality Course Syllabi
## and
## Audio-Visual Material

American Association of Counselor Education and Supervision
American Association of Counseling and Development
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# ACES HUMAN SEXUALITY TRAINING NETWORK

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# ACES HUMAN SEXUALITY TRAINING NETWORK
## Statement of Purpose

The Association of Counselor Education and Supervision (ACES) Human Sexuality Training Network has been established to fulfill three purposes:

1. To enable counselors and counselor educators to identify one another through the creation of a Network Manual, which lists membership;
2. To provide for exchange of sexuality resources among members through a central resource clearing house and Network Manual which lists resources;
3. To promote an awareness of the need for sexuality counselor education and to encourage research and publication in the field.

A Steering Committee has been formed to identify interested network members, update the membership list annually, to serve as a central clearing house for ideas and information, and to encourage articles for publication.

This handbook has been created to fulfill three purposes:

1. To enable sex educators to identify and contact one another.
2. To compile Human Sexuality Course Syllabi from across the country.
3. To bring to attention audio-visual materials which are available for teaching Human Sexuality courses.

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Schissel, Robert - University of Wisconsin, Whitewater

**Wyoming**

Lanning, Wayne - University of Wyoming, Laramie

# HUMAN SEXUALITY COURSE SYLLABI

# CONTRIBUTORS TO COURSE SYLLABI

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(H)

UN-Reno
Spring, 1990

# CAPS 756

## Sexual Issues in Counseling

| | |
|---|---|
| Instructor: Cynthia Baldwin | Course Credit: 3 Credits |
| Counseling and Guidance/Personnel Services | CAPS Dept. Phone: 784-6637 |

I. Course Description: Sexual Issues in Counseling (CAPS) is designed for graduate students who may need to deal frankly and professionally with sexual issues in counseling, in the classroom or in private practice. It focuses on treating sexual concerns, addressing sexual issues in curriculum, dealing with the emotional impact on human sexuality in many different arenas. Topics covered will include: counseling concerns with AIDS, sexual addiction, homosexuality, sex role issues, and sexual values and education.

Prerequisite: Graduate student status and 6 units of CAPS graduate level courses.

Intended Audience: Graduate students who may be required by their professional goals to talk about, identify, and deal with sexual issues in a counseling role.

II. Course Objectives:

By the completion of this course, students will be able to:

(1) describe appropriate treatment choices related to major sexual issues
(2) aid clients, students or groups who have particular sexual concerns
(3) serve as consultants on the most current literature about sexual counseling issues studied in class

III. Course Text

A. The following texts will be used:

Arentewicz, G., & Schmidt, G. (1983). The treatment of sexual disorders: Concepts and techniques of couple therapy. New York: Basic Books.

Rice, F.P. (1989). Human sexuality. Dubuque, IA: Wm. C. Brown.

B. In addition to the texts, the course will use articles from the following journals:

The Journal of Sex Education, Counseling, and Therapy
The Journal of Sex Research
Current Research Updates in Human Sexuality
Sexuality Today

## IV. Instructional Procedures

Instruction will be a mix of lecture, classroom discussion, student presentations and guest lectures. It will meet for three hours one evening per week, throughout the semester.

Grades will be based on class participation (10%), 2 class presentations (30%), a scholarly paper on a sexual issue (30%), and on a final examination (30%).

Topical Outline:

INTRODUCTION TO SEXUAL ISSUES

--Desensitization
--Mythology, literature

SEXUAL "HEALTH"

--Psychosexual Development Through the Life Cycle
--Sex and Aging
--Sex and Disability

SEX IN SCHOOLS: COUNSELING ISSUES
--Counseling Students with Sexual Concerns
--Ethical/Legal Issues in Discussion and Dissemination of Information about Sex
--Counseling & consulting, Sex and Teen Pregnancy
--Humor (or lack thereof) in sexual issues
--Date rape
--Consulting with Sex Education in the Schools/ Home/Church

TREATING SEXUAL DYSFUNCTION IN RELATIONSHIPS

--Sexual and Love Addiction
--Sex Roles & Stereotypes
--Societal/Marital Expectations
--Sexual Enhancement
--Inorgasmia
--Erectile dysfunction
--Premature ejaculation

COUNSELING AND SEXUAL PREFERENCE ISSUES

--Counseling Issues and Homosexuality
--AIDS in Schools
--AIDS Victims
--Families of AIDS Victims
--Counseling Issues and Sexual Preference in Counseling

SEXUAL ABUSE

-- Counseling with Minors: Reporting(The process and the outcome)
--and Physical Abuse
--Counseling Victims of Sexual Abuse, Incest and Physical Abuse
--Counseling Abusers

SAFE SEX

--Films, Programs Highlighting Safe Sex Practices
--Planned Parenthood
--Contraceptives
--AIDS
--Herpes
--Other Transmittable Diseases
--Masturbation

ABORTION

--Implications
--Counseling procedures
--Counseling Women/Couples Who are Choosing or Have Had an Abortion

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Books:

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Hansen, J.C. (General Ed.). (1983). Family therapy collections: Vol. 5. Sexual issues in family therapy J.D. Woody, & R.H. Woody, (Volume Eds.) Rockville, MD: Aspen Systems Corporation.

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LoPiccolo, J., & LoPiccolo, L. (Eds.). (1978). Handbook of sex therapy. New York: Plenum.

Masters, W.H., & Johnson, V.E. (1970). Human sexual inadequacy. Boston: Little, Brown.

Masters, W.H., & Johnson, V.E. (1979). Homosexuality in perspective. Boston: Little, Brown.

Masters, W.H., Johnson, V.E., & Kolodny, R., (Eds.) (1977). Fundamental ethical issues in sex therapy. Boston: Little, Brown.

Offit, A.K. (1981). Night thoughts: Reflections of a sex therapist. New York: Congdon & Lattes.

Key Articles:

Chapman, R. (1982). Criteria for diagnosing when to do sex therapy in the primary relationship. Psychotherapy: Theory, Research and Practice, 19, 359-367.

Dekker, J., & Everaerd, W. (1983). A long-term follow-up study of couples treated for sexual dysfunctions. Journal of Sex and Marital Therapy, 9, 99-113.

Derogatis, L.R. & Melisaratos, N. (1979). The DSFI: A multidimensional measure of sexual functioning. Journal of Sex and Marital Therapy, 5(3), 224-281.

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Kolodny, R.C. (1981). Evaluating sex therapy: Process and outcome at the Masters and Johnson Institute. Journal of Sex Research, 17(4), 301-318.

Levine, S.B. (1984). An essay on the nature of sexual desire. Journal of Sex and Marital Therapy, 10(2), 83-96.

Levine, S.B., & Agle, D. (1978). The effectiveness of sex therapy for chronic secondary psychological impotence. Journal of Sex and Marital Therapy, 4(4), 235-258.

McCarthy, B.W., (1984). Strategies and techniques for the treatment inhibited sexual desire. Journal of Sex and Marital Therapy, 10, 97-104.

Mills, K.H., & Kilmann, P.R. (1982). Group treatment of sexual dysfunctions: A methodological review of the outcome literature. Journal of Sex and Marital Therapy, 8(4), 259-296.

Nowinski, J.K., & LoPiccolo, J. (1979). Assessment of sexual behavior in couples. Journal of Sex and Marital Therapy, 5, 225-243.

Snyder, D.K. & Berg, P. (1983). Predicting couples' response to brief directive sex therapy. Journal of Sex and Marital Therapy, 9(2), 114-120.

Thompson, A., & Cranewell, F. (1984). Frequently cited sources in human sexology. Journal of Sex and Marital Therapy, 10, 63-70.

Vandereycken, W. (1982). Paradoxical strategies in a blocked sex therapy. American Journal of Psychotherapy, 36(1), 103-108.

Verhulst, J., & Heiman, J.R. (1979). An interactional approach to sexual dysfunctions. American Journal of Family Therapy, 7, 19-36.

Zilbergeld, B. (1980). Alternatives to couples counseling for sex problems: Group and individual therapy. Journal of Sex and Marital Therapy, 6(1), 3-18.

Zilbergeld, B., & Evans, M. (1980). The inadequacy of Masters and Johnson. Psychology Today. (August), 29-43.

## Films:

Human Sexuality: the Lifelong Experience, 1982 by Sunburst Communications

Myth-Conceptions (A Teenage Sex Quiz), 1980 by Darrell Sevilla.

Growing up Fast: What Every Service Provider Should Know about Teenage Parenthood, 1979 by Janet Kahn and Joseph Blatt.

Janet's Abortion, 1976 by Howard Harrelson.

AIDS, Men and Sexuality, 1986 by Dominic Cappello, Exodus Trust.

Norma and Tony: Following Safer Sex Guidelines, 1985 by Laird Sutton, National Sex Forum, Sexologist's Sexual Health Project.

Incest: The Last Taboo, 1979 by AVNA.

Woman: Who is Me?, 1977, narrated by Anne Jackson.

A Gay View/Male, 1975 by Laird Sutton, National Sex Forum.

Pomeroy Takes a Sex History, 1972 by Laird Sutton, National Sex Forum.

The P-LI-SS-IT Model, 1986 by Thomas Gertz, M.H.S.

Taking Time to Feel: Three Part Series on Intimacy, 1977 by Frank G. Sommers, M.D.

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*EPSY 550*
*PERSPECTIVES OF HUMAN SEXUALITY FOR COUNSELORS (3)*

*DR. ROD FOWLER*
*PROFESSOR*
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**886-6531 (RES)**

I. **Description**: Considers counseling perspectives of human sexual development and adjustment, dysfunction, and remediation. Increases the student counselor's understanding and acceptance of his/her own sexuality and that of others. Emphasizes emotions, attitudes and values as they relate to sexual and marital counseling. Pre-requisite: Consent of instructor and one from EPSY 545, 546, PSY 517, 522 or 523.

II. **Purpose of the Course**: To provide students with accurate information concerning the counseling aspects and dimensions of human sexuality. To enhance the student's understanding and knowledge of sexual development and behavior.

III. **For Whom Course is Intended**: This course is primarily intended for eligible graduate students who are, or are preparing, to serve as school or non-school counselors.

IV. **Method**: Lecture; audio tapes; video tapes, filmstrips, films, role-play; structured group work; guest speakers; question and answer; intensive study of assigned problems for presentation to the class; communication cards; abstracts from contemporary professional periodical literature and evaluation.

V. **Texts**: Required tests are:

1. Kelly, Gary (1988) Sexuality Today: The Human Perspective. Guilford, CT: Dushkin Publishing Group.
2. Weinstein, E. and Rosen, E., (1988) Sexuality Counseling: Issues and Implications. Pacific Grove, CA: Brooks/Cole Publishing Co.

VI. **Grades**. Based on:

| | |
|---|---|
| Mid Term Examination | 33 1/3% |
| Final Examination | 33 1/3% |
| Research Project | 33 1/.3% |

90 - 100 points = A
80 - 89 points = B
70 - 79 points = C
60 - 69 points = D
59 or less = F

## EDUCATION 550

## PERSPECTIVES IN HUMAN SEXUALITY FOR COUNSELORS

## BIBLIOGRAPHY

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DR. ROD FOWLER
COUNSELOR EDUCATOR

20 MAR 88

# DIVORCE

## STAGES - EXPERIENCES - COUNSELING INTERVENTIONS

### STAGE I = DISILLUSIONMENT

#### Experiences

The roots of divorce are in marriage. Disillusionment begins when spouses become aware that there are some real differences between them. They abandon the romantic fiction of their relationship and evolve into the reality of their "present moment."

#### Counseling Intervention

At this stage marriage counseling is needed to help the spouses process differences and clarify their interpersonal communication. The counselor serves to help the spouses negotiate their differences.

### STAGE II = EROSION

#### Experiences

This is a chipping away process - the spouses dig at each other's egos. Cooperation turns into competition and self esteem is eroded. Feelings are ambivalent and vary from anger to distrust to growing insecurity.

### Counseling Intervention

Marriage counseling is needed with an emphasis on conflict resolution and fair fighting and learning to deal with negative feelings.

## STAGE III = DETACHMENT

### Experiences

There is an observable and angering shift from "I love you" to "I don't care." This is characterized by apathy, anger, anticipation, and ambivalence. Spouses demonstrate a loss of respect for each other's goals, behaviors and habits. Anger and apathy often lead to extramarital relationships. This is also a period of vacillation in which the spouses ponder, "Do I or don't I want to be married?" There is a great deal of emotional confusion. One, or both spouses will often begin to prepare for single life.

### Counseling Intervention

In counseling, the clients must make their own decisions. Counselors must take great care not to interject or subtly impose their personal values.

## STAGE IV = PHYSICAL SEPARATION

### Experiences

Moving day is seen as being very traumatic since the process becomes reality. Feelings range from enormous relief to deep pain. There are often extreme moods accompanied by heightened vulnerability. Often, the spouses will be hypersensitive to feedback and more easily excitable. Sometimes there is a need to retreat into one's shell, to pull back and to regroup.

### Counseling Intervention

This is the first stage of the Divorce Adjustment Counseling process. Group counseling is often helpful at this point to facilitate the client's definition from being part of a couple to being single.

## STAGE V = MOURNING

### Experiences

This stage is characterized in the spouses by feelings of loneliness, sadness, helplessness, grief, guilt, bitterness and anger. Mourning begins after the "turn-around point", an insight that there is no turning back.

### Counseling Intervention

The counselor must listen and attend to the client's need for catharsis. The client must experience feelings and not deny them. This is a time to heed the wise counsel of Fritz Perls, "The way out of something is to go through it."

## STAGE VI: SECOND ADOLESCENCE

### Experiences

This is a time of living and looking for identity; a time for breaking the ties that bind to the old relationship. Often the client experiences overreaction by getting too deeply involved in too many things, or with too many people. Overreaction is a way of testing limits.

### Counseling Intervention

In counseling sessions, examine with the client the differences between real and self-imposed limits, risk taking, needs, values, and consequences. The client is involved in the identity questions, "Who am I?" "Who do I want to be?" Focus on setting and reaching goals.

## STAGE VII = HARD WORK

### Experiences

This is a time in which the client deals with matters in moderation and is more receptive to other people and to intimacy. This stage is the end and the beginning; the client is often involved with a new significant other and is gaining new confidence.

## Counseling Intervention

In counseling, this is the beginning of the termination process.

For more information read: Kessler, Sheila, "The American way of Divorce" and "Beyond Divorce."

## GOALS OF DIVORCE COUNSELING

1. Facing Reality - This may be the first time the client has applied the term "DIVORCED" to the self. The need is for courage to face reality and move on.
2. Identity - Client is going through a transition from being half of a couple to single life. The client questions, "Who am I?"
3. Support - The client needs much support, the counselor should not use too much confrontation in the beginning. Group support is vital.
4. Releasing tunnel vision - The client needs to learn that all people are not alike, that people have different values, needs, and priorities. The client needs help to move away from stereotyping.
5. Future planning and goal setting.

Dr. Rod Fowler EDCO 550

# ON SEXUAL MATURITY

"When a person is sexually mature, he or she enjoys sex and has no shame, guilt, or anxiety about sex. A mature person is relaxed about sex; he does not have to 'prove' himself. He is in charge of his own life, including his sex life. It just becomes a natural and enjoyable part of life.

The mature person prefers to be coupled to being single and maturity includes the ability to form a stable, emotionally satisfying relationship with another person with whom many things are shared in a humanistic, open way, including sex."

Helen Singer Kaplan, M.D., Ph.D.
"Making Sense of Sex"

"According to psychoanalytic theory, the genital character is the healthy personality. Adults who have successfully become genital characters have been described as follows: They are able to love and work effectively. They are not hampered by unresolved conflicts with their parents, conflicts arising from early childhood. They are not obligated, by guilt or anxiety to suppress their imaginations or their feelings. They can reconcile their sexual feelings toward a partner with feelings of tenderness and esteem. Hence, they can be affectionate, spontaneous, creative, playful, able to work productively, and able to love other people.

Among healthy personalities, sex is a source of satisfaction and enjoyment with considerable freedom in the choice of modes of several behavior."

Sidney M. Jourard, Ph.D.
"Healthy Personality"

"The sixth stage of man is concerned with acquiring a sense of intimacy and solidarity and avoiding a sense of isolation. The major developmental theme involves psychological readiness and a commitment to mutual intimacy in marriage. Readiness includes the ability and willingness to share mutual trust, to regulate cycles of work, procreation and recreation for each partner's fullest and most self-satisfying participation in society to prepare a foundation for the healthy development of their potential offspring. This sense of intimacy and solidarity implies an ability to abandon the self without fear of loss of identity. IF AN INDIVIDUAL DOES NOT POSSESS A SOLIDLY FOUNDED EGO IDENTITY HE WILL TEND TO AVOID INTIMATE ASSOCIATIONS WITH OTHER PEOPLE AND WILL DEVELOP A SENSE OF ISOLATION AND CONSEQUENT SELF-ABSORPTION. HE WILL HAVE FEELINGS OF SOCIAL EMPTINESS AND OF BEING AN ISOLATED UNIT WITHIN A WORLD OF FAMILY UNITS."

Erik H. Erikson
"Childhood and Society"

Dr. Rod Fowler
Counselor Educator
EDCO 550 - Perspectives in Human Sexuality for Counselors

## SELECTED VOCABULARY - TECHNICAL AND SLANG

Purposes:
1. Desensitization
2. Values clarification
3. To learn more about varieties of human sexual behavior
4. To learn to discuss human sexual behavior more openly
5. To facilitate counselor acceptance and tolerance of the sexual behaviors of their clients

The vocabulary of professionals and the vocabulary of those they work with are not always the same with respect to sex. (2: 50-55). Your task in this exercise is to meet in a small group, composed of men and women, to compile a vocabulary that incorporates "street" or slang terms for the technical terms indicated. Research and experience indicate that for some this is a fun-laden undertaking: others have a difficult time initially but usually eventually participate freely. (1: 354-357)

NOTE: This class activity is voluntary. Anyone who wishes to "Pass" may do so. If you choose to "Pass" you will be given an alternative activity to participate in during this time frame.

Homosexual
1.
2.
3.
4.
5.

Orgasm
1.
2.
3.
4.
5.

Masturbate
1.
2.
3.
4.
5.

Sexual Intercourse
1.
2.
3.
4.
5.

Penis
1.
2.
3.
4.
5.

Vagina
1.
2.
3.
4.
5.

Pregnancy
1.
2.
3.
4.
5.

Fellatio
1.
2.
3.
4.
5.

Cunnilingus
1.
2.
3.
4.
5.

2. Matek, Ord, "A Methodology for Teaching Human Sexuality to Social Work Students". Journal of Education for Social Work; Vol. 13, No. 3, pps. 50-55. Fall, 1977

1. Kelly, Gary S., "Sex Education for Counselors". The Personnel and Guidance Journal. Vol. 54, No. 7, pps. 354-357, March, 1976.

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Stamford, Connecticut 06905

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CN 408-6008
Adolescent Sexuality
Canisius Hall, Room 107

Spring Semester 1988
Friday, April 8, 5:00-9:00 P.M.
Saturday, April 9,9:00 A.M.-5:00P

## COURSE DESCRIPTION

This course is designed for students who will use the subject matter in their professional work. The focus of the course will be on the physical, psychological, and social dimensions of adolescent sexuality. Specific adolescent concerns which will be addressed include body image, relationships, peer pressure and sexually transmitted diseases. The dynamic importance of self-esteem, guilt, and communication will also be discussed. Students will learn techniques which can be applied in both classroom and counseling settings.

## PROCEDURES

This course will follow a multimodal model (e.g. lecture, discussion, group process) in presentation of materials.

## OBJECTIVES

Participants will acquire a working definition of sexuality and gain an understanding of how sexuality applies to various roles in society.

Participants will gain an understanding of the sexual concerns of adolescents and learn strategies to address those concerns in both individual counseling and group process.

Participants will acquire information pertaining to reproductive anatomy and its relationship to birth control and sexually transmitted diseases.

Participants will explore the pressures experienced by adolescents to engage in premarital sexual activity and learn counseling techniques effective in working with adolescents.

Participants will learn how to use a decision-making model and apply it directly to the adolescents with whom they work.

Participants will experience activities which are successful in working with adolescents.

REQUIREMENTS

Five journal articles on any aspect of adolescent sexuality related to the student's proposed professional setting will be summarized in five separate papers of no more than three typed double-spaced pages each.

Directions:

1. Choose a specific topic pertaining to adolescent sexuality discussed in this course.
2. Read five articles about the topic chosen which are published in professional journals.
3. **Summarize each article in five individual papers of no more than three typed double-spaced pages each and include one paragraph on how the article will be useful to you in your professional work.**
4. Cite each article in APA bibliographic style .
5. Staple the title page to the back of the summaries:since they will be corrected blind.
6. Submit the summaries for evaluation to Ms. Olga Yacco, secretary for the department, in Room 127, Canisius Hall by Friday, April 27.

**NAME:** LIZBETH ANN GRAY

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# Coun 550, Sexual Counseling
## Summer Term 1988

July 7, 8 — Friday: 9-5
July 14, 15 — Saturday: 9-5

***Instructor:*** Lizbeth Ann Gray, MSW, Ph.D., NCC
Assistant Professor
Certified Sexual Counselor
737-4317 (W); 752-3276 (H)

## COURSE DESCRIPTION:

The content of this seminar includes selected topics of sexuality with a focus which is primarily developmental and psychological, rather than physiological. It deals with sexual self-understanding and sexual values as they relate to being a helping professional, as well as acceptance and comfort surrounding sexual issues in the professional relationship. Specific tools, such as the sexual history, will be worked with, and initial exposure to sexual treatment modalities will occur. It is important to emphasize this course is not designed to train sexual therapists, but instead, is a beginning step towards competency in counseling with developmental sexual problems.

The emphasis is on student participation in the form of discussion/response to films, interaction with each other, and involvement in seminar exercises such as role plays. Consequently, attendance is stressed and any absences will make full benefit of the seminar extremely difficult.

Approval of the instructor or admission to the Masters in Counseling program is required for enrollment in this course.

***COMMENT:*** *Some of you may be encountering sexual material that is beyond your personal experience(s) and which may violate your personal sense of ethics. Your instructor wishes to emphasize that it is not the intent to encourage students to behave in ways that run counter to their sexual values. The intent, instead, is to ask each student to reassess their sexual attitudes and values as they relate to the profession of counseling. If material presented in class stimulate reactions that require further discussion, students are invited to contact the instructor at any time.*

## COURSE OBJECTIVES:

The objectives for this course are to help counselors and counselors-in-training:

1) gain an understanding of the process of counseling as it relates to sexual issues;
2) recognize their sexual knowledge base;
3) explore their own sexual attitudes and values as they relate to being a counselor;
4) discuss all aspects of human sexual behavior in a non-threatening fashion;
5) understand that sexual behavior is only one aspect of the total individual and that it is more than a biological function;
6) begin to gain competency in working with clients regarding sexual problems.

## PRIMARY TEXTS:

1. Masters, W. H., Johnson, V. E., and Kolodny, R. C. 1986. *Masters and Johnson on Sex and Human Loving*. Little Brown and Company.
2. Sexuality Handout Packet

## OPTIONAL TEXTS:

1. Nadelson, C. C. and Marcotte, D. B. 1983. *Treatment Interventions in Human Sexuality*. Plenum Press, NY.
2. Weinstein, E. & Rosen, E. 1988. *Sexuality Counseling: Issues and Implications.* Brooks-Cole Publishing Co.
3. Annual Editions: Human Sexuality 88/89.

## GRADING:

Grading will be based on thoughtful participation in class, a reaction learning log, and a special project. All assignments are expected to be completed on time. Late material will be marked a grade lower. If there are extenuating circumstances, please negotiate with the instructor **prior** to the due date.

| | |
|---|---|
| Participation (which reflects reading and thoughtfulness): | 20 points -- self assigned points |
| Reaction Learning Log: | 30 points -- instructor assigned points |
| Special Project: | 50 points -- instructor assigned points |

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Below 60 points

## COURSE REQUIREMENTS:

### Reaction Learning Log -- due August 4th, 5:00 pm

A reaction learning log is required. It should include reactions and comments to the following:

1) lecture material presented and information discussed in class
2) assigned readings
3) films, videos, roleplays, exercises
4) self-assessment and self-evaluation: awareness/changes in personal perceptions, attitudes, values, as a result of the class
5) information and ideas from other sources

## Special Project -- due August 4th, 5:00 pm

This assignment can take the form of such things as a topical referenced research paper, multiple journal summaries, in-depth interview of a sexual counselor, critique of sexual programs, development of pamphlets, videotapes, classroom curriculum, sex discussion in group format, and other learning tools. Group work is encouraged. A brief outline of the project must be submitted and approved by the instructor before the end of the seminar. Examples of formats for various projects are available. When appropriate, APA format must be used.

### Suggested Topics for Special Projects

Homosexuality
Sexual Life Styles
Sexual Decision Making
Sexually Transmitted Diseases
Conception, Contraception, Abortion
Sex Education
Sexual Harrassment
Physical Disabilities and Sexuality
Adolescent
Cultural Considerations of Sexuality
Ethics of Sexual Counseling
Sexual Fantasies
Gender Identity
Sexual Deviance
PMS
Hysterectomy
Prostitution
Premarital Sexual Counseling
Infertility
Sexuality and History
Sexuality and Legality
Rape
Sexuality and the Developmentally Disabled Person
Sexuality and Aging
Sexuality and Alcohol

# CLASS SCHEDULE

**Weekend I**

***Friday, July 7, 9:00 - 5:00***

| | |
|---|---|
| 9:00 am - 12:30 | - Overview of course expectations<br>- Introductions via Family History of Sex Education<br>- What is Sexuality/Male and Female Conditioning: Large and Small Group Process<br>- Brainstorm |
| Assignment: | Everything You Wanted to Know |
| 12:30 - 1:30 | Lunch |
| 1:30 - 3:00 | - Fundamentals of Sexual Counseling<br>- Historical Perspective<br>- Basic Skills -- a theoretical framework<br>- Comfort on the counselors part<br>- Knowledge<br>- Specialized Interventions |
| Assignment: | Everything You Wanted to Know |
| 3:00 - 3:15 | Break |
| 3:15 - 5:00 | Sexual comfort and values (SAR) - A Fundamental:<br>Abigail and Gregory - large group<br>Sexual Language - small group<br>"Everything You Wanted to Know" |
| Assignment: | Everything You Wanted to Know<br>Reading from Masters and Johnson for Saturday, June 25th<br>Chapters 1, 2, 3 (pg. 3-84) |

***Saturday, July 8, 9:00 - 5:00***

| | |
|---|---|
| 9:00 - 12:30 | Sharing of reactions<br>Special project check-in<br>"Everything You Wanted to Know"<br>Biological Perspectives - A Fundamental<br>Human Reproduction - video on "Miracle of Life"<br>Anatomy and Physiology - Building Genitalia: Small Group Process |
| Assignment: | Everything you Wanted to Know |
| 12:30 - 1:30 | Lunch - on your own |
| 1:30 - 3:00 | "Everything You Wanted to Know"<br>Sexuality and Disability<br>Guest Speaker: Roger Frank<br>Film: Active Partners |

| | |
|---|---|
| 3:00 - 3:15 | Break |
| 3:15 - 5:00 | Fishbowl: Limitations, Strengths |
| Assignments: | Everything You Wanted to Know<br>Reading from Masters and Johnson for Friday, July 14 and Sat., July 15.<br>Friday: Chapters 8, 9, 10<br>Chapter 20<br>Handouts: AIDS Pamphlet<br>Saturday: Chapter 12, 17, 18 |

## Weekend II

### *Friday, July 14, 9:00 - 5:00*

| | |
|---|---|
| 9:00 - 10:45 | Sharing of reactions<br>"Everything You Wanted"<br>Sexual Techniques - A Fundamental<br>Couple Technique Continuum<br>"Guide to Making Love" video<br>Sensate Focus Demo |
| 10:45 - 11:00 | Break |
| 11:00 - 12:30 | Intimacy: A Fishbowl |

Assignment: Everything You Wanted to Know

| | |
|---|---|
| 12:30 - 1:30 | Lunch - on your own |
| 1:30 - 3:00 | "Everything You Wanted to Know"<br>Sexual Decision-making<br>STD's - AIDS<br>Changing the Rules |
| 3:00 - 3:15 | Break |
| 3:15 - 5:00 | Role Plays/Interventions and Critique: Small Group Process - "How to talk to a new partner" |
| Assignment: | Everything You Wanted to Know |

### *Saturday, July 15, 9:00 - 5:00*

| | |
|---|---|
| 9:00 - 12:30 | Sharing of reactions<br>"Everything You Wanted to Know"<br>Sexual Dysfunction and Sex Therapy - "Semans Technique" - film; "Masturbation" - films; "Ejaculation" - film: Large and Small Group Process |

| | |
|---|---|
| Assignment: | Everything You Wanted to Know |
| 12:30 - 1:30 | Lunch - on own |
| 1:30 - 3:00 | "Everything You Wanted to Know"<br>Assessment Tools<br>knowledge<br>attitudes |
| 3:00 - 3:15 | Break |
| 3:15 - 5:00 | Wrap Up: Fishbowl: Limitations/strengths of sexual counseling<br>Feedback |

## SEXUAL ATTITUDE SURVEY

A = for self; B = for others

| | Acceptable | | Possibly Acceptable | | Unacceptable | | Not Applicable Due to Gender |
|---|---|---|---|---|---|---|---|
| | A | B | A | B | A | B | |
| **SEXUAL BEHAVIOR** | | | | | | | |
| Abstinence from all sexual activity | | | | | | | |
| Dry Kissing | | | | | | | |
| Deep Wet Kissing (French) | | | | | | | |
| Massage (non-genital) | | | | | | | |
| Hugging | | | | | | | |
| Solitary Masturbation | | | | | | | |
| Parallel Masturbation | | | | | | | |
| Mutual Masturbation -- Direct genital Body rubbing to orgasm - clothed | | | | | | | |
| Cunnilingus (oral sex) - receptive | | | | | | | |
| Cunnilingus (oral sex) - insertive | | | | | | | |
| Fellatio (oral sex) - receptive | | | | | | | |
| Fellatio (oral sex) - insertive | | | | | | | |
| Intercourse between the thighs - receptive | | | | | | | |
| Intercourse between the thighs - insertive | | | | | | | |
| Vaginal Intercourse - receptive | | | | | | | |
| Vaginal Intercourse - insertive | | | | | | | |
| Anal Intercourse - receptive | | | | | | | |
| Anal Intercourse - insertive | | | | | | | |
| Analingus (rimming) - receptive | | | | | | | |
| Analingus (rimming) - insertive | | | | | | | |
| Brachioproctic Sex (fisting in anus) - receptive | | | | | | | |
| Brachioproctic Sex (fisting in anus) - insertive | | | | | | | |
| Brachiovaginal Sex (fisting in vagina)- receptive | | | | | | | |
| Brachiovaginal Sex (fisting in vagina)- insertive | | | | | | | |

A = for self; B = for others

| | Acceptable | | Possibly Acceptable | | Unacceptable | | Not Applicable Due to Gender |
|---|---|---|---|---|---|---|---|
| | A | B | A | B | A | B | |
| Active Water Sports (urination on others) | | | | | | | |
| Passive Water Sports (being urinated on) | | | | | | | |
| Sex Toys (e.g., dildos) | | | | | | | |
| Consensual Voyeurism | | | | | | | |
| Consensual Exhibitionism | | | | | | | |
| Consensual Phone Sex | | | | | | | |
| Nipple Play | | | | | | | |
| Dominant/Submissive Activities (without pain) | | | | | | | |
| Sado/Machistic Activities | | | | | | | |
| **SEXUAL ORIENTATION** | | | | | | | |
| Homosexuality | | | | | | | |
| Heterosexuality | | | | | | | |
| Bi-Sexuality | | | | | | | |
| **SEXUAL PARTNER CHOICE** | | | | | | | |
| Pre-marital or (Pre-commitment to Partner) Sexual Intercourse | | | | | | | |
| Sex with Strangers | | | | | | | |
| Extra-marital (partner) Sexual Intercourse | | | | | | | |
| Group Sex | | | | | | | |
| Eroteroticism | | | | | | | |
| Monogamy | | | | | | | |
| Serial Monogamy | | | | | | | |
| **SAFER SEX PRACTICES** | | | | | | | |
| Use of Condoms during behaviors which include exchange of body fluids | | | | | | | |
| Latex Sheets (Dental Dam) during oral sex | | | | | | | |

A = for self; B = for others

| | Acceptable | | Possibly Acceptable | | Unacceptable | | Not Applicable Due to Gender |
|---|---|---|---|---|---|---|---|
| | A | B | A | B | A | B | |
| Sexual History Taking of Potential partner | | | | | | | |
| HIV Testing of Self | | | | | | | |
| HIV Testing of Potential Partner | | | | | | | |

**PLEASE CHECK ONE:** _____ **Female** _____ **Male**

**Are you in a monagomous relationship?** _____ **Yes** _____ **No**

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LEHMAN COLLEGE
The City University of New York
Department of Specialized Services in Education

1. Type of Change: New Course

2. Course Description: EDG 731: Sexuality Counseling
45 hours, 3 credits

An overview of sexuality counseling. Stresses the process of interaction between professionals and clients that allows the clients to explore and understand their own sexuality, feelings, values, responsibilities, needs and behaviors. Topics include changing family structure, alternative life styles, changing sex roles, an increasing older population, drug and alcohol abuse and sexually transmitted disease, including AIDS.

Prereq: Permission of Coordinator

3. Academic Objectives and Justification of the Course:

As people become more aware of their sexual choices and as increasing conflicts and anxieties are generated from social and cultural changes, there will be greater need for counseling services that address sexuality. The objective is to enable students to contribute and help in providing professional counseling as a means of solving intra and interpersonal problems and acknowledging the relevance of sexual issues and the need to improve self image. Techniques of sexuality counseling will be presented.

4. Justification of Prerequisite:

The permission of the coordinator is required in order to provide appropriate guidance.

5. Syllabus and Reading List:

Topics explored: Introduction to Sexuality Counseling, Treatment of Sexual Dysfunctions, Adolescent Sexuality Counseling, Sexuality and Aging, Sexual Counseling for disease prevention and for people who have disabilities, and more. Counseling approaches will also be extensively elaborated upon.

Baumerster, Roy F. (1988). Masochism as escape from self. *Journal of Sex Research*,*25*(1), 28-59.

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Journal of Sex Education and Therapy.

Journal of Sex Research.

Family Planning Perspectives.

Journal of Marriage and the Family.

6. Effect on Curriculum Offerings Outside of the Department:

   None

7. Faculty:

   No additional faculty are required.

8. Frequency and Estimated Enrollment:

   Frequency: To be offered annually
   Enrollment: Approximately 20

9. Date of Department Approval:

NAME: NATHAN LISKEY

AFFILIATION: California State University-Fresno

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CALIFORNIA STATE UNIVERSITY • FRESNO

FRESNO, CALIFORNIA 93740-0030

SCHOOL OF HEALTH AND SOCIAL WORK
Department of Health Science
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May 17, 1988

FROM: Nathan E . Liskey

My human sexuality classes are upper division level classes with enrollments of 50-220.
I have enclosed an overall schedule as a sample of the class semester plus the requirements. Also I have enclosed some examples of ice-breakers and sample articles given for reading, discussion or critiques,,,,etc...
During the semester we do some of the following things:

- Small Group Work
- Discussion
- Guest Lectures
- Lecture
- Peer Reading of Critiques
- View films, Slides, etc....

I have since changed text books from M/J to SEXUALTIY TODAY: The Human Perspective by Gary Kelly.
Some of the films I use include:

- Rock-aby-Baby
- Softly Killing Us
- Eroginists
- Quickie
- Active Partners
- What Sex Am I?
- Touching
- Love Toads
- Free
- Rethinking Rape
- The Sexual Brain
- Suzi's Story
- The Seman Squeeze Technique
- Gender 7
- The Club

I have a great deal of freedom to do whatever necessary to create an educational atmosphere and I do try a variety of things to get students thinking and feeling in this area of their sexuality.
Anyway, if any of this "stuff" can be of help to you, feel free to do as you will. I thank you too for any input you can send my way.........best to you all.

Nathan E Liskey

CALIFORNIA STATE UNIVERSITY, FRESNO
Fresno, California 93740-0030

Department of Health Science
HS 124 - Human Sexuality
Fall '87 Mon-Wed

School of Health & Social Work
Instructor: Dr. Nathan Liskey
Office: S-292 294-2020

## COURSE OUTLINE

**Textbook:**

Human Sexuality, Masters & Johnson

| | | Topics of Discussion | Chapters |
|---|---|---|---|
| Aug 31-Sept. 2 | | Intro to Human Sexuality | 1 |
| Sept. | 7-9 | Cultural Aspects of Eroticism | 22-23 |
| Sept. | 14-16 | Anatomy Female/Male | 3 |
| Sept. | 21-23 | | |
| | 28-30 | Physiology | 4 |
| Oct. | 5-7 | Endocrine System | 4 |
| | 12-14 | Birth Control/Abortion | 5-6 |
| | 19-21 | Somatosensory Stimulation | 5 |
| | 26-28 | Autoeroticism | 13-14 |
| Nov | 2 | Pleasuring/Coitus | 15 |
| | 4 | Aging Sexual Behavior | 9 |
| | 9 | Disability and Sexuality | 20 |
| | 11-16 | Sexual Dysfunction (female) | 19 |
| | 18-23 | Sexual Dysfunction (male) | 19 |
| Nov. 25-Dec. 2 | | Variant Behavior | 16-17-18 |
| Dec. | 7-9 | | |
| | 14-18 | FINALS WEEK | |

It is assumed that all individuals sooner or later must make decisions relating to their own sexuality. It appears that people in today's world have a difficult situation to deal within the realm of sexuality due to the rapid rate of change in social attitudes and sanctions.

One purpose of this course will be to provide people an educational atmosphere and encourage personal insight which will assist such individuals with their behavior in light of their needs, not what others may dictate.

The effort is to present a wide variety of beliefs and attitudes about sexual behavior as well as the biological principles needed for comprehending the area of human sexuality. Even though the objectives change gradually from year to year, the following indicate some profession goals for Health Science 124.

1. To encourage more accepting, non-judgmental attitudes on the part of individuals about others and themselves.

2. To assist people in discussing all aspects of human behavior in a non-threatening fashion.

3. To indicate that sexual behavior is only one aspect of the total individual and that it is more than a biological function.

4. To reduce tension and anxiety on the part of individuals who suffer from misinformation and confusion about sexuality.

5. To encourage people to explore their own sexuality as their most dynamic gift of creativity as a means of touching their inner being.

The evaluation of this class with respect to academic grades will be based upon unannounced quizzes and a final quiz on the last scheduled class. There will be no make-ups for quizzes but the class will allow for the lowest quiz score to be withheld from the final grade. The final will be treated as an ordinary quiz carrying the same weight as any other quiz. Each quiz is comprehensive unto itself. In other words, once material has been covered in a quiz, that information will not be included in any future quiz unless the professor indicates its importance in class. It is possible that homework will be given as a whole to the class from time to time (not to individuals). The homework will be added directly to the total points possible.

All extra credit/homework is expected to be typed on 5" x 8" cards and on time (the class period); being late, on paper, wrong-size cards or handwritten is unacceptable (no credit).

Grades are based upon total point with each class being a different distribution. Obviously, the higher your point total the higher your grade will be.

NAME: ROSEMARIE MORGANETT

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(H)

## IUS COUNSELOR EDUCATION
G570 Human Sexuality
Summer 1987

Dr. Rosemarie Morganett
Office: HH0010
Phone: 945-2731, ext. 354/385

Class: HH203
Office Hours: M-F 11:00a-1:00p
Please call for appointment

### Purpose and Objectives:

This is an introductory course in Human Sexuality for graduate students which presumes no student background in either biology or psychology. It aims at a balanced treatment of topics to integrate behavioral, biological, cultural, and psychosocial aspects of human sexuality. Topics include: the human body, dynamics of reproduction, sexual identity, sex education, expressions of sexuality, sexual dysfunctions, sexual health, and sexual themes in everyday life.

The objectives of this course are to assist the student to:
- -Become familiar with basic sexual terminology
- -Become more comfortable in discussing sexual matters
- -Become more knowledgeable about the physical functioning of the human body
- -Become more accepting of their neighbor whose sexual attitudes and behavior might be different from their own
- -Become more in touch with their own sexual values and attitudes
- -Become more aware of therapeutic resources regarding sexual matters

### Required Texts:

1. Human Sexuality, Masters, W.H., Johnson, V.E., and Kolodny, R.C. Little, Brown and Company, Boston, 1985.
2. Human Sexuality, Annual Editions, 1986/1987.

### Recommended Text:

1. Study Guide for Human Sexuality, Levy, M.R. Little, Brown and Company, Boston, 19852

### Course Requirements:

This course will be a combination of information sharing, discussion groups, films, and presentations. Students are expected to have pre-read the topic/chapter assigned for that class.

| | |
|---|---|
| Exam I (100 points) | 100 |
| Exam II (100 points) | 100 |
| Exam III (100 points) | 100 |
| Total | 300 |

### Evaluation:

You will earn your final grade by completion of all of the requirements. Your grade will be determined by the percent of the total possible points you earn (see scale). This system will enable you to keep track of your grade standing on a continuous basis as you meet the requirements throughout the course.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| A | = | 100-93% | 279+ | C | = | 76-75% | 225+ |
| A- | = | 92-90% | 270+ | C- | = | 74-73% | 219+ |
| B+ | = | 89-87% | 261+ | D+ | = | 72-70% | 210+ |
| B | = | 86-83% | 249+ | D | = | 69-68% | 204+ |
| B- | = | 82-80% | 240+ | D- | = | 67-65% | 195% |
| C+ | = | 79-77% | 231+ | F | = | 60% or below | |

1. Exams will be multiple choice or True-False. Objective questions will be similar to the "Review Quiz" sections in the Study Guide.

2. A list of articles to read and discuss in small groups in class will be provided to you. Exams will incorporate questions on the main ideas of the articles.

### Other Comments:

1. It is recommended that you keep up with the readings in order to be able to ask questions, participate in class discussions, and not be overwhelmed at exam time.
2. Please keep in mind that students are not "given" grades, they earn them. Plan accordingly to begin work immediately to keep up, as the reading assignments are at times difficult and lengthy.
3. Parts of chapters exempted from reading and exam will be noted in class. You are responsible for all information regarding exams given in class.
4. The instructor reserves the right to change/add to/delete certain topics in the syllabus as necessary.
5. Please feel free to call on your instructor for your concerns regarding course work, Counselor Education, etc. I will be on campus Monday through Friday from 11:00-1:00 p.m. for the Intensive. Please call for an appointment (ext. 354/385). If I do not answer my phone, leave a message with the Education Office, 945-2731, ext. 385 and I will return your call.

### "Ground Rules" for Human Sexuality

The subject of human sexuality is one of the most personal and sensitive that is taught in a course setting. There are several areas that could create problems for students and instructor as well. Being alert and aware of these pitfalls will assist us all in having an excellent learning experience. By remaining a member of this class you are demonstrating support for the following "ground rules" or contentions.

BEST COPY AVAILABLE

Objectivity/Nonjudgmentalism:

1. While no instructor or student is able to be completely objective and unbiased by personal opinion or personal experiences, the learning dynamics of the course will suffer if dogmatic or moralistic positions are insisted upon. This does not mean an amoral approach to sexuality is advisable; it does suggest, however, that we will maintain intellectual flexibility and refrain from offering gratuitous value judgments. We will refrain from heated exchanges/arguments over these very sensitive and personal issues, such as abortion, feminism, homosexuality, premarital sex, etc.

2. Remember, the field of sexology is in its scientific infancy. Research data often offers different conclusions about the same topic. These legitimate differences may be quite confusing unless you remind yourself periodically of the quickly changing nature of a young field of science as it replaces old theories with new information.

   OUR OPINIONS ARE ONLY ONE PERSPECTIVE ON A COMPLICATED ISSUE.

Audio-Visual Materials

Some films will be shown during this course that are of an explicit sexual nature. Some students might find this material to be offensive, unpleasant, or embarrassing. We will try to create a climate of acceptance of beliefs and instruction which does not embarrass or ridicule a person who has such a reaction. If you do not wish to view a particular film you may be excused from the film.

Individuality

We will not tolerate overt or covert pressure on any student to reveal personal information. Personal information, if offered, should not be for "shock value," or to receive personal "therapy." Since this is a classroom setting and not therapy, there can be no guarantees of confidentiality on personal information revealed in class. We will maintain respect for the very personal, private way in which we regard our own sexuality.

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## SCHEDULE

| Date | Topic | Pre-reading |
|---|---|---|
| July 6 | Course introduction; requirements; Perspectives on Sexuality | Chapters 1,. 2 |
| July 7 | Biological Perspectives: sexual anatomy and physiology; Film. | Chapters 3, 4 |
| July 8 | Biological Perspectives: human reproduction; Film. | Chapter 5 |
| July 9 | Biological Perspectives: birth control, developmental sexuality; presentation from Planned Parenthood Director of Education, Diane Christiansen;, M.P.H. | Chapters 6, 7 |
| July 10 | Clinical Perspectives: dysfunctions disorders, diseases; Mr. Collin Schwoyer, Health Education Specialist. | Chapters 19, 20, 21 |
| July 13 | Exam I on Chapters 1-7, 19, 20, 21, and readings. | |
| July 14 | Psychosocial Perspectives; Childhood and Adolescent sexuality; Film. | Chapters 8, 9 |
| July 15 | Psychosocial Perspectives; Gender roles; loving and being loved. Guest speaker Nancy McWilliams. | Chapters 10, 11 |
| July 16 | Psychosocial Perspectives: Intimacy and communication skills; sexual fantasy; Film. | Chapters 12, 13 |
| July 17 | Love curriculum | |
| July 20 | Exam II | |
| July 21 | Behavioral Perspectives: heterosexuality, homosexuality, varieties of sexual behavior, coercise sex. Guest speaker Bonnie Mara, Exploited and Missing Children Unit. | Chapters 14-18 |
| July 22 | Cultural Perspectives; Rape Awareness and Self-defense presentation, guest speaker Shirley Makowsky. | Chapters 22-24 |
| July 23 | Exam III | |

**NAME:** THOMAS W. MURPHY

**AFFILIATION:** Center for Family Development

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(H)

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The Community Care
Systems Facility of
Chelmsford, MA

A Teaching Affiliate of
Boston University School
of Medicine

March 22, 1989

Lizbeth Ann Gray, MSW, Ph.D.
Assistant Professor
School of Education, Dept. of Counseling
OREGON STATE UNIVERSITY
Education Hall Rm. 315
Corvallis, Oregon 97331

Dear Dr. Gray,

I received the National Network Resource listing from you, and would request that we may be added to upcoming addendum of such listings.

As an aside, I wanted to share a professional observation. There appears to be a scarcity of professionals who have been involved in the human sexuality field who also are involved in the clinical and psychoeducational roles of child and adult sexual abuse. Along the same lines, I find it extremely disconcerting that few, if any professionals involved in the child sexual abuse field have ever had any human sexuality education.

Although, I do not have a specific sexuality education curriculum I use with child, adolescent and adult sexual abuse victims and offenders, I often include a strong psychoeducational approach to deal with issues of human sexuality issues and information. Due to the above observations, I deeply regret, that I must rely on information, readings, and video presentations I obtained and utilized in the 1970's and early 80,s.

I have included some materials that describe our overall program.

I would welcome and greatly appreciate any and all information that you or your committee may offer me in this area.

Sincerely,

Thomas W. Murphy

THOMAS W. MURPHY, LCSW
Certified Sex Educator, by A.A.S.E.C.T.
Project Dir., Clinician, Juvenile Sex Offender Treat. Proj.

TWM:mef

cc: Dr. Eldon Ruff

# Center For Family Development of Greater Lowell

45 Merrimack St., Suite 200
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Telephone: (617) 453-2598

This resource notebook is a compilation of materials, research, case histories, personal accounts, and program models and descriptions related to the problems of child sexual abuse and sexual assault. Although this manual is an anthology of many individuals input, the bulk of the material is from the work(s) of N. Groth, S. Bengis, P. Loss and J. Ross, L. Sanford, Hank and Ana Girretto, Mary Devlin, and Fay Honey Knopp. Among the organizations and agencies that are included prominently, are The Center for Family Development(s), Worcester Youth Guidance Center; Ross, Loss, and Associates; Mass Adolescent Sexual Offender Coalition c/o New England Adolescent Research Institute; and The Massachusetts Society for the Prevention of Cruelty to Children.

Although the materials are focused on juvenile and adult sex offenders, much of the information, and clarification activities may be used, or modified with any family members effected by sexual abuse in individual, couple, family or group modalities. It is to be used by professionals working with sexual abuse, in their direct or colateral work with families or by the families themselves. Much of the materials may only need to be slightly modified or in some instances, be copied for family members directly.

Thomas W. Murphy, LCSW
Center for Family Development
1988

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Center For Family Development
of Greater Lowell
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SECTION ONE: Agency Philosophy

SECTION TWO: Background Statistics

SECTION THREE: Agency Adult Offender Contract And Treatment Information

SECTION FOUR: Adult Offender Case Histories

SECTION FIVE: Agency Adolescent Contract And Treatment Information

SECTION SIX: Materials, Information, And Resources For The Professional, Client And Family Members

SECTION SEVEN: Attitude And Values Exercises For Professionals, Client, And Related Family Members

SECTION EIGHT: Professional, Client Or Related Family's Personal Chapter (Journals, Logs, Notes, Articles, Resources)

Tom Murphy

## Attitude Survey - Sentence Completion

1. Nice girls are
2. Bitches are
3. Responsible men are
4. Strong men are
5. A guy is a bastard when
6. The worst thing a woman can call a man is
7. The worst thing a man can call a woman is
8. The worst thing one woman can call another is
9. The worst thing one man can call another is
10. The child in me is like
11. The human in me is
12. What men generally fail to realize about menstruation is
13. If I found that I (or my partner) was pregnant, I would feel
14. Sex without love is
15. Three things that bug you most about the opposite sex are
16. Two questions you always wanted answered by the opposite sex are
17. The best way to know you are ready for sex with someone is
18. Sex can be a good experience when
19. I see marriage as
20. A common attitude which keeps people from using birth control is
21. Sex before marriage can cause guilt feelings when
22. The purpose of sex is
23. Men who want to have intercourse but do not care about birth control are
24. The reasons for not using birth control are
25. Sex can be a bad experience when
26. Loving someone includes
27. If a man/woman want to have sex with every man/woman they go out with, it means that

Thomas W. Murphy, LCSW

Please state whether you agree or disagree with the following statements, and why.

1. Girls want sex when they wear tight clothes, even when they say they don't.
2. "I think I must be crazy and that no one else does the sexual things I do."
3. A very young child can make his/her decision as to whether they want to have sex with me or not.
4. If I try to have sex with somebody and they don't try to stop me the entire time, it would not be called rape.
5. If a child doesn't tell others about having sex with me they really like it and want to keep having sex with me.
6. Some people are shy about asking for sex so they really want you to force sex on them.
7. Sexual abuse is so common now that most people aren t upset about being sexually abused.
8. Many people leve their shades up because they want to be seen undressing or having sex.
9. My relationship with my brother or sister will be better if we have sex together.
10. I know exactly how much sex between me and a child will hurt the child later on.
11. A person becomes homosexual when he or she has their first sexual experience with someone of the same sex, and will then stay homosexual all their life.

~~12. You can tell who is homosexual~~ by ~~the way they~~ move, talk, or dress.

13. If you masturbate a lot, you can become homosexual.
14. Wet dreams mean that there is something wrong with you.

Client: . Thomas W. Murphy, LCSW

Please read the following statements, and check off, how true you believe the following statements are(if you believe that a statement is never true, check NEVER. If you check SELDOM, it means that you seldom believe this statement to be true, and so on , for frequently is true, always true)

| | NEVER | SELDOM | SOMETIMES | FREQUENTLY | ALWAYS |
|---|---|---|---|---|---|
| 1. An eye for an eye, a tooth for a tooth. | | | | | |
| 2. A stiff penis has no conscience. | | | | | |
| 3. Most people are cons. | | | | | |
| 4. The most important sex organ lies not between the legs, but between the ears. | | | | | |
| 5. Everyone is capable of murder under the right circumstances. | | | | | |
| 6. Guilt is a useless feeling. | | | | | |
| 7. It's O.K. for men to hug each other. | | | | | |
| 8. If you want a job done right, you have to do it yourself. | | | | | |
| 9. Most women really mean yes, when they mean no. | | | | | |
| 10. If a man feels sad alot, he is not really manly. | | | | | |
| 11. Spare the rod, spoil the child. | | | | | |
| 12. Children should be seen and not heard. | | | | | |
| 13. The female is the weaker and fairer of the sexes. | | | | | |
| 14. Use it or lose it. | | | | | |
| 15. It's Number One that really counts in this world. | | | | | |
| 16. If you don't love yourself, no one else will. | | | | | |
| 17. For some people, things never go right. | | | | | |
| 18. Beauty is only skin deep. | | | | | |
| 9. You can't rape the willing. | | | | | |

Thomas W. Murphy, LCSW

CLIENT:

| | NEVER | SELDOM | SOMETIMES | FREQUENTLY | ALWAYS |
|---|---|---|---|---|---|
| 20. Love means never having to say your sorry. | | | | | |
| 21. Crying is for girl's or sissy's. | | | | | |
| 22. AIDS is a disease that God has inflicted on homosexuals for their sins. | | | | | |
| 23. No man is an island. | | | | | |
| 24. Men see women as either mother figures or as whores. | | | | | |
| 25. Sexual abuse has worse effects on girls than abuse on boys. | | | | | |
| 26. My country, right or wrong. | | | | | |
| 27. If a boy has been sexually abused by a man, he will probably grow up to be homosexual. | | | | | |
| You can't judge a book, by it's cover. | | | | | |
| 29. If a boy is sexually abused by a women, he will probaly turn out to be a Mama's boy. | | | | | |
| 30. Men physically need more sex than women. | | | | | |
| 31. Some people have all the luck, and they get all the breaks. | | | | | |
| 32. Women need men to be more aggressive than they are. | | | | | |
| 33. Some people need to be hit once and awhile to put them in their place. | | | | | |
| 34. Skeletons in the closet, makes for ghosts in the bedroom. | | | | | |
| 35. Depression is really anger turned against yourself. | | | | | |

Tom W. Murphy

Client:

Date:

## Self Rating Scale

Please rate the following on the scale, with

1. just when I was a child
2. just when I was a teenager
3. just in my early 20's or 30's
4. just very recently
5. only at the time of the sexual involvement with the daughter
6. probably all of my life
7. never

| Item | | | | | | |
|---|---|---|---|---|---|---|
| A. Feelings of sadness | 1 | 2 | 3 | 4 | 5 | 6 |
| B. Feelings of abandonment | 1 | 2 | 3 | 4 | 5 | 6 |
| C. Feelings of rejection | 1 | 2 | 3 | 4 | 5 | 6 |
| D. Feelings of excitement & joy | 1 | 2 | 3 | 4 | 5 | 6 |
| E. Excessive masturbation | 1 | 2 | 3 | 4 | 5 | 6 |
| F. Being afraid of relationships | 1 | 2 | 3 | 4 | 5 | 6 |
| G. Feling overwhelmed | 1 | 2 | 3 | 4 | 5 | 6 |
| H. Feeling that I don't relate to people | 1 | 2 | 3 | 4 | 5 | 6 |
| I. Getting angry alot | 1 | 2 | 3 | 4 | 5 | 6 |
| J. Feelings of great anxiety | 1 | 2 | 3 | 4 | 5 | 6 |

| Item | | | | | | | |
|---|---|---|---|---|---|---|---|
| K. Feeling I deserve more in life | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| L. Feeling scared of women | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| M. Feeling scared of men | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| N. Love of parents | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| O. Hatred of parents | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| P. Sexually aroused by children | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Q. Sexually aroused by my son/daughter | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| R. Drug use (abuse) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| S. Alcohol use (abuse) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| T. Proud of the size of my penis | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| U. Ashamed at the size of my penis | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| V. Feeling awkward around females | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

TOM W MURPHY, LCSW

Client:

Date:

Date Entered Group:

| | Negative Emotional State → | Interpersonal Conflict → | Substance Abuse → | Fantasies (Erotic/Aggressive) → | Sexual Acts |
|---|---|---|---|---|---|
| Example #1 | | | | | |
| Example #2 | | | | | |
| Example #3 | | | | | |
| Example #3 | | | | | |

## "LETTERS" EXERCISE

NAME____________________________________

DATE____________________________________

Please write a short letter to the person(s) who abused you. (You choose whether it would ever be sent.) Then write a letter, as if that the abuser(s) wrote back to you, in response to your letter. What thoughts, feelings, memories were brought up for you? What was it like, or what did really happen, when the disclosure, or confrontation was made about the abuse? What would it be like to share these letters now, with parents, siblings, friends, spouses, boyfriends/girlfriends, sons, or daughters? What effects on you, your family, were there when the abuse was made known? What effects would it have for others to know you?

Thomas W. Murphy, LCSW

## CYCLES OF SELECTION

A) Please briefly list all the words, feelings, ideas, thoughts you can use to describe your abuser(s).

B) Please briefly list all the words, feelings, ideas, thoughts, you can use to describe you after the abuse.

C) Please briefly list all the words, feelings, ideas, thoughts you can use to describe your most recent victim.

D) Please briefly list all the words, feelings, ideas, thoughts you can use to describe how you were after your most recent victimization.

E) Compare and contrast the differences and similarities.

## BEFORE, DURING, AFTER EXERCISE

Please list all of the words you can to describe, your wife or spouse or girlfriend or boyfriend or child etc. in the following areas below. Try to show a good picture of the person(s), before the abuse, during the abuse, and after the abuse. You can use any time period that you wish (days, weeks, months, years.)

Name:

Date:

| Before | During | After |
|---|---|---|
| abuser (self) | abuser | abuser |
| spouse/girlfriend/ boyfriend | spouse/girlfriend/ boyfriend | spouse/girlfriend/ boyfriend |
| victim | victim | victim |
| other household members | other household members | other household members |

Center For Family Development
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## TREATMENT CONTRACT FOR JUVENILE SEXUAL OFFENDERS

I, _________________________, understand that sexual abuse and sexual
(name of client)
molestation is a criminal/delinquent offense against another person. I understand that this sexual offense has serious consequences for all child, adolescent, and adult victims, and to the community as well.

This sexual offense(s) is serious and requires that a team of agencies, professionals, and appropriate family members, help me understand how I became sexually abusive of someone, and to learn how not to re-offend, to protect myself and the community.

Because of this, I ______________________, hereby allow the Center for Family
(name of client)
Development to give the appropriate authorities, including but not limited to: any District Attorney's Office, Department of Social Services, State or Local Police, Probation Officer any incident or potential incidents of sexual offense on my part regardless of how the Center for Family Development gains knowledge of such incidents or potential incident.

I also have been informed and understand that my therapists have a duty to warn any victim I might name as being at risk from my behavior. I further understand that, when necessary, my therapists will notify my parent(s) or legal guardians of re-offenses or high risk situations.

I therefore understand fully that due to my sexual offenses and my behaviors around lying, manipulation, secrecy, and denial, I realize that information thought to be important to my case, may be shared with parties established to control my offending. The Center for Family Development staff will always make the final determination as to significant information and overall case status.

The following conditions are the framework for entry into, and remaining in the Juvenile Sex Offenders Treatment Group:

1.

2.

3.

4.

The following persons, agencies, organizations may be related to my case, and I give permission to review or discuss my case with:

1.

2.

3.

4.

Additional contract expectations:

1.

2.

Thomas W. Murphy, LCSW
Project Coordinator, J.S.O.P./
Group Co-Leader Juvenile Offenders
Group

Client

Parent/Guardian

Martin Young, LICSW
Clinician
Group Co-Leader Juvenile Offenders
Group

Therapist/DSS/Probation

**NAME:** EILEEN T. NICKERSON

**AFFILIATION:** Boston University

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Boston University

School of Education

# CE 880: HUMAN SEXUALITY

## COURSE OUTLINE

Prof. Eileen T. Nickerson
Program in Counseling Psychology

Spring 1986
Four (4) Credits

Course Description: This course is a comprehensive overview of existing beliefs and knowledge about human sexuality: The variety of its expression, common problems, and the changing sexual patterns of society. The course is not directed solely toward preparing participants as sex educators; rather, it attempts to inform human service specialists about sexuality so they might better deal with their clientele around the topic. Each class meeting consists of a presentation, exercise or film on a particular facet of sexuality and is followed by small discussion groups in which participants are encouraged to explore their views, attitudes, and the material covered.

Course Objectives:

1. To obtain an information base on the subject of human sexuality, with the major focus on the biological and psychological aspects of human sexuality.

2. To develop self-awarness and to confront and review value issues related to human sexuality.

3. To review and explore contemporary therapeutically-oriented approaches for dealing with sexual problems and thereby, to add to our counseling expertise in dealing with clients around sexual issues.

4. To both increase general understanding of the therapeutic handling of sexual issues and to aid in the development of special expertise in some areas of human sexual functioning.

Course Requirements:

1. Regular attendance and participation in class discussions.

2. Reading assignments, especially focusing on new insights or facts you are finding either personally or professionally relevant, and any changes in your definition of "healthy" sexuality which may follow.

3. Submit duplicate copies of two Reaction Papers (four to six pages) in the following format: (Due date indicated on the course outline)

   a) identify the readings, films or activities (see list below) you are reacting to (this could be assigned readings, something else from the reading list, something you are reading on your own, a film, or an integration of several of these).

   b) indicate new insights or facts you are gaining personally or professionally and any changes in your description of "healthy sexuality".

   c) implications of this material or activity for your own sexuality and your area of work with sexuality in the human services.

4. Paper/Presentation Project (Group or Individual)

This assignment will be done in three (3) parts, namely:

   a) Two (2) copies of a one page Project Topic Declaration (due on the date indicated on your course outline) in which you and/or your group indicate what it is you plan to do and essentially how you plan to do it (example, class exercise and discussion). Class time will be allowed before the Project Topic Declaration is due, to discuss the assignment, possible topics, format for presentation, etc. This project could be done individually or in groups, and you are strongly urged to meet with your classmates and consider a group paper/presentation, with responsibilities for the project being shared. If the topic you select is one of the regularly scheduled course topics, you are invited to consult with and consider joining the instructor in the presentation of this topic on the date that it is scheduled.

b) Multiple choices of a five to six page project paper, detailing your presentation, i.e., the what, why and how; as well as furnishing references and resources for further study of the topic you are presenting.

c) The Project/Presentation itself which will consist of, for example, a case study, a lecture, a panel discussion, a demonstration or a class exercise, with the necessary introduction, presentation and discussion.

5. Submit two copies of a three-four page "Sexual History" which you took of a classmate (deleting the person's real name and identifying data and address, etc.). Do the history choronologically/developmentally, ending with a present status assessment - and if you wish, some suggestions as to what you think they might find helpful in the future (books to read, persons/agencies to consult, etc.). Be sure to allow the person to censor or delete any aspects of their history which they do not wish to share at this point. Note: In actual counseling/therapy, while we cannot and would not want to force anyone to discuss certain things we would indicate the importance of returning to these topics in ensuing sessions.

Required Texts: You are advised to secure minimally one copy from each of the following two categories:

(1) for general understanding: (Choose one or more)

Masters, W.H., Johnson, V.E. & Kolodny, R.C. (1985). Human sexuality. (2nd Ed.). Boston: Little, Brown & Co.

Jones, K.L., Shainberg, L.W. & Byer, C.O. (1985). Dimensions of human sexuality. Dubuque, IA: Wm. C. Brown. (HQ 35.2 R67, 1984).

Rosen, R. & Hall, E. (1984). Sexuality. NY: Random House.

(2) for counseling/therapeutic consideration: (Choose one or more)

Arentewicz, G. & Schmidt, G. (1983). The treatment of sexual disorders: Concepts & techniques of couple therapy. NY: Basic Books. (RC 556 549 613, 1985).

Leiblum, S.R. & Pervin, L.A. (Eds.) (1980). Principles & practices of sex therapy. NY: Guilford Press.

Nadelson, C.C. & Marcotte, D.B. (1983). Treatment of intervention in human sexuality. NY: Plenum Press. (RC 556 T73 1983).

Recommended Readings: In addition to the above text, a list of recommended articles and texts will be called to your attention; and additional bibliographies and some reprints will be supplied to you. You are encouraged to read as widely and extensively as possible; as well as to follow up on specific interests you might have and specific needs to learn more in relationship to work with clients, etc.

In addition to the aforementioned required texts the following texts are recommended to you:

Annon, J.S. The PLISSIT Model: A proposed conceptual scheme for the behavioral treatment of sexual problems. J. of Sex Education, 1976 (Spring/Summer), 1-14.

Arentwicz, G. & Schmidt, G. (1983). The treatment of sexual disorders: Concept and techniques of couple therapy. NY: Basic Books (RC 536 349 613, 1983).

Barbach, L. (1982). For each other: Sharing sexual intimacy. Garden, NY: Anchor Press.

Beigel, H.G. & Johnson, W.R. (Eds.) (1980). Application of hypnosis in sex therapy. Springfield, IL: Chas. C. Thomas. (BC 556 A6).

Byrne, D. & Fisher, W.A. (1983). Adolescents, sex and contraception. Hillside, NJ: Erlbaum.

Cassell, C. (1984). Swept away: Why women fear their sexuality. NY: Simon Schuster.

Chilman, C.S. (1983). American sexuality in a changing society. (2nd Ed.). Somerset, NJ: John Wiley & Sons.

DeLora, J.S., Warren, C.A.B. & Ellison, C.R. (1981). Understanding Sexual Interaction. (2nd Ed.). Boston: Houghton Mifflin. (HQ 21 D384).

Feldman, H. & Parrot, A. (1984). Human sexuality: Contemporary controversies. Beverly Hills, CA: Sage Publications.

Greer, J.G. & Stuart, I.R. (1983). The sexual aggressor: Current perspectives on treatment. NY: Van Nostrand Reinhold. (RC 560 347 349, 198

Martman, C., Quinn, J. & Young, B. (1981). Sexual expression: A manual for trainers. NY: Human Sciences Press.

Heiman, J., LoPiccolo, LoPiccolo, J. (1976). Becoming orgasmic: A sexual growth program for women. Englewood Cliffs, NJ: Prentice-Hall. (HQ 46 H43).

Kaplan, H.S. (1983). The evaluation of sexual disorders. NY: Brunner/Mazel.

Kaplan, H.S. (1974). The new sex therapy. NY: Brunner/Mazel. (RS 566 K33).

Kolodny, R.C., Masters, W.H. & Johnson, V.E. (1979). Textbook of Sexual Medicine. Boston: Little, Brown & Company.

Krohne, E.C. (1982). Sex therapy handbook: Clinical manual for the diagnosis and treatment of sexual disorders. NY: S.P. Medical & Scientific Books.

Leiblum, S.R. & Pervin, S.A. (1980). Principles and practice of sex therapy. NY: Guilford Press. (RC 566 P743).

LoPiccolo, J. & LoPiccolo, L. (1978). Handbook of Sex Therapy. NY: Plenum Press. (RC 555 H36).

Masters, W.H., Johnson, V.E., Kolodny, R.C. (1985). Human Sexuality. (2nd Ed.). Boston: Little, Brown & Company.

McCary, S.P. & McCary, J.L. (1984). Human Sexuality. (3rd Brief Ed.) Belmont, CA: Wadsworth.

Nadelson, C.C. & Marcotte, D.B. (Eds.). Treatment interventions in adult sexuality. NY: Plenum Press. (RC 556 T73 1983).

Offir, C.W. (1982). Human Sexuality. NY: Harcourt, Braceo, Jovanovich.

Pomeroy, W.B., Flax, C.C. & Wheeler, C.C. (1982). Taking a sex history: Interviewing and recording. NY: The Free Press. (RC 556 P65).

Sarrell, L.J. & Sarrell, P.M. (1984). *Sexual turning point: The seven stages of adult sexuality*. NY: MacMillan. (BF 692 S22 1984).

Sarrell, L.J. & Sarrell, P.M. (1979). *Sexual unfolding: Sex development and sex therapies in late adolescence*. Boston: Little, Brown and Company. (BF 692 S22 1984).

Stuart, F., Stuart, R.B., Maurice, W.L., Szasz, G. (1975). *Sexual Adjustment Inventory & Counselor's Guide*. Champaign, IL: Research Press.

Stuart, I.R. & Greer, J.G. (1984). *Victims of sexual aggression: Treatment of women, children and men*. NY: Van Nostrand & Reinhold. (RC 560 R36 U53 1984).

*The Counseling Psychologist* (1975). Sex Counseling Issue, *5*(1).

Wood, N.F. (1979). *Human sexuality in health and illness*. (2nd Ed.). St. Louis: C.V. Mosby. (HQ 21 W855).

Woody, J.D., Woody, R.H. (1983). *Sexual issues in family therapy: V.5: The family therapy collection*. Rockville, MD: Aspen Systems. (RC 488.5 S48 1983).

COURSE AGENDA:

| DATES | TOPICS | READING/REQUIREMENTS |
|---|---|---|
| W. Jan. 15 | Introduction to the Course, Course Requirements & Each Other<br>Exercise: Sexual Attitude Survey<br>Film: "Who's Doing It? Sexual Attitudes in America." | |
| W. Jan. 22 | Perspectives on Human Sexuality<br>Values & Sexuality:<br>Gender Related Issues<br>The Female Experience<br>The Male Experience<br>Cultural Perspective<br>Exercise: Values Clarification<br>Film: "Sexual Values: A Matter of Responsibility"<br>Sex Role Development | DeLora, Ch. 1-2<br>*Masters & Johnson, Ch. 20<br>*Nadelson & Marcotte, Ch. 4, 7<br>Offir, Ch. 1-2<br>*Rosen & Hall, Ch. 1-2 |
| W. Jan. 29 | Biological Bases of Sexual Behavior<br>Anatomy & Physiology<br>Sexual Responses & Mechanisms<br>Sexual Feelings & Awareness<br>Exercises: Body Parts<br>Human Sexuality Questionnaire<br>Film: Sexual Anatomy & Physiology: Male & Female | Project Topic Declaration Due (Duplicate Copies)<br>DeLora, Ch. 1-2<br>Kaplan (1974) Part I<br>Kolodny et. al. Ch. 1-2<br>*Masters & Johnson, Ch. 2-3<br>McCary & McCary, Ch. 2-4<br>Offir, Ch. 1-2<br>*Rosen & Hall, Ch. 5-6, 8 |
| W. Feb. 5 | Reproductive Processes<br>Contraception<br>Conception & Fertility<br>Pregnancy & Childbirth<br>Film: "Contraception: A Matter of Choice"<br>"So Many Voices: A Look At Abortion" | Reaction Paper #1 Due (Duplicate Copy)<br>Byrne & Fisher<br>DeLora, Ch. 6-7<br>*Masters & Johnson, Ch. 4-5<br>*Nadelson & Marcotte, Ch. 9, 11<br>McCary(s), Ch. 4-8<br>*Rosen & Hall, Ch. 19-20 |

*Required Text

| DATES | TOPICS | READING/REQUIREMENTS |
|---|---|---|
| W. Feb. 12 | Sexuality & The Life Cycle<br>Early Genital Behavior<br>Adolescent Sexuality<br>Exercises: Taking a Sexual History<br>Film: "Human Sexuality & The Life Cycle," Parts I, II | Kolodny, Ch. 3-4<br>*Masters & Johnson, Ch. 6-7<br>McCary(s) (1984) Ch. 10<br>*Nadelson & Marcotte, Ch. 3,5,<br>*Rosen & Hall, Ch. 11-12<br>Sarrell & Sarrell, 1979<br>Stuart et. al., Adj. Inventor |
| W. Feb. 19 | Adult Genital Behavior<br>Sex & Gender<br>Genital Sexual Activities<br>Love & Intimacy<br>Exercises: Sexual Life/Time Line<br>Taking A Sexual History cont'd.<br>Film: "Human Sexuality" Part III<br>"Sex & Aging: Elders Speak Out" | *Nadelson & Marcotte, Ch. 9, 11<br>14, 17<br>Offir, Ch. 5, 6 & 12<br>Pomeroy, et. al. 1982<br>*Rosen & Hall, Ch. 13<br>Sarrell & Sarrell, 1984 |
| W. Feb. 26 | Sexuality & Health & Aging<br>Sexually Transmitted Diseases<br>Sex & Illness & Disability<br>Sex & Aging<br>Film: "Sexuality: Coping with Serious Illness"<br>"Choices in Sexuality with Physical Disability" | Sexual History (Duplicate Copy<br>Kolodny, Ch. 5-15<br>*Masters & Johnson, Ch. 16<br>McCary(s), Ch. 15<br>*Nadelson & Marcotte, Ch. 12, 1<br>16<br>*Rosen & Hall, Ch. 18<br>Wood, 1979 |
| W. Mar. 5 | SPRING RECESS - ENJOY!!! | |
| W. Mar. 12 | Autoeroticism Erotic Imagery & Masturbation Role of Fantasy<br>Fantasy Sexual History<br>Role of Masturbation<br>Film: "Feeling Good"<br>Self Loving | Reaction Paper #2<br>(Duplicate Copy)<br>DeLora, Ch. 10<br>Masters & Johnson, Ch. 10-11<br>*Offir, Ch. 7<br>*Rosen & Hall, Ch. 7 |
| W. Mar. 19 | Alternative Sexual Patterns:<br>Bi-Sexuality, Homosexuality & Lesbianism<br>Commercial, Illegal & Otherwise Unconventional Sexual Behavior<br>Coercive Sex: Sexual Abuse & Exploitation<br>Films: "Michael: A Gay Son"<br>"Incest: The Victim Nobody Believes"<br>"Why Men Rape" | DeLora, Ch. 12-15<br>Greer & Stuart, 1983<br>*Masters & Johnson, Ch. 13-14<br>McCary(s), Ch. 12 & 13<br>*Nadelson & Marcotte, Ch. 8,10,1<br>Offir, Ch. 8-9, 13<br>*Rosen & Hall, Ch. 15-16<br>Sgroi, 1982<br>Stuart & Greer, 1984 |

*Required Text

| DATES | TOPICS | READINGS/REQUIREMENTS |
|---|---|---|
| W. Mar. 26 | Sexual Dysfunction-Overview, Assessment & Treatment | *Arentewicz & Schmidt, Parts I-III<br>Kaplan, 1974, Ch. 7-10<br>Kaplan, 1983, Section I-II<br>*Leiblum & Pervin, Part I<br>LoPiccolo, Parts I & II<br>*Masters & Johnson, Ch. 15<br>*Nadelson & Marcotte, Ch. 2 |
| W. Apr. 2 | Female Sexual Dysfunction<br>Films: "Becoming Orgasmic"<br>"Treating Vaginismus" | Barbach, 1980, 1982<br>Heiman & LoPiccolo, 1976<br>Kaplan, 1974, Ch. 18-20<br>Kolodny et. al., Ch. 19-20 22-23<br>*Leiblum & Pervin, Part II<br>LoPiccolo & LoPiccolo, Par |
| W. Apr. 9 | Male Sexual Dysfunction<br>Films: "Treating Erectile Problems"<br>"The Squeeze Technique" | Kaplan, 1974, Ch. 15-17<br>*Leiblum & Pervin, Part III<br>LoPiccolo & LoPiccolo |
| W. Apr. 16 | Other Treatment Considerations<br>Ethical & Legal Considerations | Project Papers Due (Duplicate Copies)<br>*Arentewicz & Schmidt, Parts I-II<br>Kaplan, 1983, Ch. 10<br>*Leiblum & Pervin, Part IV<br>Sgroi, 1982<br>Stuart & Greer, 1984 |
| W. Apr. 23 | Project Presentations | |
| W. Apr. 30 | Project Presentations (continued)<br>Summary & Course Evaluations | |

Grading:

Letter grades will be awarded on the following basis:

| | |
|---|---|
| Course Attendance & Participation | 25 |
| Sexual History Taking Project | 15 |
| Reaction Papers (2) | 30 |
| Project Paper & Presentation | 30 |

You are encouraged to complete your work on time. In the event that you need to send me any material or correspond with me after Apr. 31, you may reach me at:

Prof. Eileen Nickerson
Boston University (SED)
605 Commonwealth Avenue
Boston, MA 02215 (617) 353-3276

*Required Text

Office Hours: I will plan to hold office hours Wednesday(s) (1:30-3:30 P.M.). I will also be available both before (during the breaks) and after each class session. Please feel free to spend time outside (as well as inside) the class discussing your interests, needs and concerns. I do wish you a meaningful and worthwhile course experience!

## GENERAL INFORMATION

### Journals of Interest

| | |
|---|---|
| Sexual Medicine Today | International Medical News Service, Inc.<br>600 New Hampshire Ave., N.W., Suite 405<br>Washington, DC 20037 |
| Journal of Sex Research | Mrs. Mary Westervelt<br>208 Daffodil Road<br>Glen Burnie, MD 21061 |
| Journal of Sex & Marital Therapy | Human Sciences Press<br>72 Fifth Avenue<br>New York, NY 10012 |
| Archives of Sexual Behavior | Plenum Publishing<br>227 W. 17th Street<br>New York, NY 10011 |
| Sexuality & Disability | Human Sciences Press<br>72 Fifth Avenue<br>New York, NY 10011 |
| Medical Aspects of Human Sexuality | Hospital Publications<br>360 Lexington Avenue<br>New York, NY 10017 |
| Journal of Marital & Family Therapy | American Association for Marriage & Family Therapy<br>924 W. 9th Street<br>Upland, CA 91786 |
| SIECUS Report | Behavioral Publications<br>72 Fifth Avenue<br>New York, NY 10011 |
| Journal of Sex Education & Therapy | American Association of Sex Educators, Counselors & Therapists<br>5010 Wisconsin Avenue, N.W.<br>Suite 304<br>Washington, DC 20016 |
| Journal of Homosexuality | Haworth Press<br>149 Fifth Avenue<br>New York, NY 10010 |
| Journal of Social Works & Human Sexuality | Haworth Press<br>149 Fifth Avenue<br>New York, NY 10010 |

# BOSTON UNIVERSITY
# BIBLIOGRAPHY

## CE 880

## Comprehension and Dissertation Projects in Area of Human Sexuality

Eileen T. Nickerson, Colleagues
and Graduate Students
Counseling Psychology Program (SED)

Abell, P.K. (1979). The influences and effects of the voluntary termination of reproduction functions in women. Unpublished doctoral dissertation, Boston University.

Arbetter, J.L. (1978). Man's dilemma as he considers parenthood: Some preliminary findings. unpublished comprehensive treatise, Boston University.

Balis, E. (1984). Lesbian experiences in psychotherapy. Unpublished doctoral dissertation, Boston University.

Bower, M.A. (1979). A sexuality curriculum to promote the moral and ego development of adolescents. Unpublished doctoral dissertatiin, Boston University.

Cohen, T. (1987). Experiences of motherhood among women who were incest victims. Unpublished doctoral dissertation, Boston University.

Epstein, K.L. (1984). Factors influencing 25-35 year old married women in their decision whether or not to have children. Unpublished doctoral dissertation, Boston University.

Fox, P. (1978). Some social psychological aspects of single motherhood by choice: A comparative study of the first pregnancy to parenthood transition for single and adult women. Unpublished doctoral dissertation, Boston University.

Griffiths, D.W. (1983). The sexual experience of homosexual men in established couple relationships. Unpublished doctoral dissertation, Boston University.

Hirschman, L. (1979). Incest and seduction: A comparison of two client groups. Unpublished doctoral dissertation, Boston University.

McCormick, M.L. (1978). Contraceptive experience and associated personality variables. Unpublished doctoral dissertation, Boston University.

Nemeyer, L. (1980). Coming out: Identity consequences and the attainment of adult female sexuality. Unpublished doctoral dissertation, Boston University.

Perry, R. (1986). An in-depth study of home birth parents and their experiences. Unpublished doctoral dissertation, Boston University.

Ryan, E.M. (1986). *The parenthood decision making process in married couples: An exploratory study*. Unpublished doctoral dissertation, Boston University.

Salter, A. (1987). *Knowledge and attitudes of pregnant women toward sexuality*. Unpublished doctoral dissertation, Boston University.

Slavin, M.E. (1975). *Ego functioning in women who use birth control effectively and ineffectively*. Unpublished doctoral dissertation, Boston University.

Turnbull, F.A. (1987). *Incest: Guidelines for family assessment and prevention*. Unpublished comprehensive treatise, Boston University.

Twining, A. (1984). *Bisexual women: Identity in adult development*. Unpublished doctoral dissertation, Boston University.

Warner, B. (1982). *A study of the impact of menarche on adolescent girls*. Unpublished doctoral dissertation, Boston University.

Westerlund, E. (1986). Freud on sexual trauma: An historical review of seduction and betrayal. *Psychology of Women Quarterly*, *10*, 297-310.

Westerlund, E. (1987). *Sexuality in women with incest histories*. Unpublished doctoral dissertation, Boston University.

## VALUES CLARIFICATION

Rank order the following people from 1 through 9 indicating a 1 for the person you most like or admire and a 9 for the person you least like or admire.

___ VIRGINIA is a junior in college. She has decided to remain a virgin until she gets married. She is bright, attractive, dates frequently, is very affectionate, enjoys necking and petting, but always makes it very clear to all her dates that she won't have intercourse with them.

___ IAN is a college senior. He is not a good looking person, nor does he have a sparkling personality, but he is a very nice, very considerate person. By the standards expected of males, he is relatively inexperienced. He has had intercourse with three women. They were all more experienced than he and made him feel somewhat inadequate. Right now, he feels very ambivalent about sex--he sees that there are a lot of rewards for it, gaining status, pleasure, etc., but he fears rejection and is afraid that he is inadequate.

___ ANN is a college senior. She likes sex a lot. She has been sleeping with men since she was a senior in high school. She is not sure when or if she wants to get married, and prefers variety in her relationships, not getting tied down. She generally does not date any one man more than a month. She finds these brief relationships very enjoyable and has no ambivalence about her chosen life-style.

___ AMY is a college senior. She has been sleeping with men since she was a senior in high school. She tries to get as much variety as possible, never dating any one man for more than a month. Every time she goes to bed with a man, it means to her that she is an attractive, desirable, adequate woman. But she soon tires of the relationship and feels a need to have her attractiveness reaffirmed by having sex with a new man. She feels somewhat unhappy in her lifestyle, but can't seem to find any satisfaction in long-term relationships.

___ RICK is a college senior. He is very attractive, has a good personality, and is a B student. Women find him very attractive. He shows his dates a good time, taking them to dinner at a nice place. He enjoys sex and expects that his dates will go to bed with him, which they almost invariably do. He prefers to date a woman no more than 3 or 4 times, and then moves on to another. His status on campus is high because of his previous success with women, and he enjoys this status and is very self-confident as a result.

___ KAY is 40 and is in sales with a cosmetics manufacturer. She loves her husband and they have a good marriage. But when she is on business trips or at conventions, she often has a drink or two

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and goes to bed with one of the men there. She enjoys men and sex. She feels somewhat guilty about these flings, but not enough to stop. Her husband doesn't know about them, and her chief fear is that he will find out.

___ JIM is 35 and a lawyer. He is a homosexual. He has been living with John for 8 years. They have a monogamous relationship and are quite happy and satisfied with each other. When Jim was in college, he had several affairs with women, but he found them unsatisfying. Later, he experimented with homosexuality. He met John, they fell in love, and have been happily "married" ever since. Jim's law practice is thriving, so that he is able to donate 2 evenings a week to giving legal assistance to welfare people. Jim is very happy with his sexual lifestyle and with his life generally.

___ VIRGIL is a junior in college. He is 5'7" tall and average looking. He has dates 2 or 3 times a month, but has never asked a female to go to bed with him, and he finds the aggressive way males treat females to be objectionable. As a result, he is a 21-year old virgin and is becoming concerned about his total lack of sexual experience.

___ JOYCE is a junior in college. She has been going with John for about a year and they have discussed the possibility of marriage sometime in the future, but probably not until he has completed medical school and she has gotten her Masters degree in social work. A month ago, Joyce discovered that she was pregnant. She and John discussed the matter and decided that she should have an abortion because their relationship was not yet stable enough to get married and a baby would ruin their chances for further education and good careers. Last week she had the abortion.

# HUMAN SEXUALITY

## Attitude Survey on Homosexuality

Answer yes or no or circle the letter of your choice.

1. Do you think that homosexuality is abnormal?

2. Do you think of a homosexual as a "problem person?"

3. Would you associate with a homosexual in a social situation? ex. school?

4. Would you accept a homosexual as a close friend?

5. Do you feel that you can pick out a homosexual from a crowd of people?

6. Can you think of any other differences between homosexuals and heterosexuals other than the sexual aspects?

7. What would your first reaction be if you saw two homosexuals together? (a) laugh about it, (b) pass it off as nothing, (c) become disgusted.

8. How would you feel if you found out that your closest friend has homosexual tendencies? (a) drop the friendship, (b) remain as close as you were, (c) not as close, but still friendly.

9. Would you attend a party knowing that the host or hostess was a homosexual?

10. Would you mind being taught by a homosexual in a school setting?

11. Would you break the relationship with your boyfriend or girlfriend if you found out that he or she was bi-sexual?

12. If you found out that your brother or sister were involved in a homosexual relationship, would you (a) understand (b) reject him/her.

13. Would you let your parents know if you were a homosexual?

14. How would your parents react to telling them? (a) refer to a professional, (b) understand and accept it, (c) disown you.

15. If you found out that your parents were having a bi-sexual relationship, what would your reaction be? (a) keep it to yourself, (b) discuss it with them, (c) leave home.

16. How would you feel if a homosexual was elected to a high government position (a) comfortable with him, (b) reject him.

17. Would you mind working closely with a homosexual (Partner, Team)?

18. Do you feel that a homosexual can work as well or better than a heterosexual?

19. Do you feel that a job opportunity application should include the question, "Have you ever participated in a homosexual relationship?"

20. Would you hire a qualified worker who was an admitted homosexual into your place of business?

21. Do you feel that some jobs attract homosexuals rather than heterosexuals?

22. Do you think that there should be certain job restrictions on homosexuals?

23. Should two homosexuals have the same rights and opportunities as two heterosexuals in a living situation?

d

24. Do you think that two homosexuals are capable of bringing up children?

25. Do you feel that a child should be taken away from her or his homosexual parents?

26. Homosexuals should be locked up to protect society.

27. It would be upsetting for me to find out I was alone with a homosexual.

28. Homosexuals should be allowed to hold government positions.

29. I would not want to be a member of an organization which has any homosexuals in its membership.

30. I find the thought of homosexual acts disgusting.

31. If laws against homosexuality were eliminated, the proportion of homosexuals in the population would probably remain about the same.

32. A homosexual could be a good President of the United States.

33. I would be afraid for a child of mine to have a teacher who was homosexual.

34. If a homosexual sat next to me on a bus I would get nervous.

# HOMOSEXUALITY QUESTIONNAIRE

1. How would you feel if your sister/brother told you she/he' thought they might be gay?

2. How would you feel if your son/daughter told you she/he thought they were gay?

3. How would you feel if your spouse or lover told you they discovered they were in love with someone of the same sex?

4. What would you do if you found you had sexual feeling toward someone of the same sex?

# HOMOSEXUALITY

Healthy _____:_____:_____:_____:_____:_____:_____:_____: Sick

Dirty _____:_____:_____:_____:_____:_____:_____:_____: Clean

Meaningless _____:_____:_____:_____:_____:_____:_____:_____: Meaningful

Beautiful _____:_____:_____:_____:_____:_____:_____:_____: Ugly

Negative _____:_____:_____:_____:_____:_____:_____:_____: Positive

Believing _____:_____:_____:_____:_____:_____:_____:_____: Skeptical

Safe _____:_____:_____:_____:_____:_____:_____:_____: Dangerous

Sad _____:_____:_____:_____:_____:_____:_____:_____: Happy

Uncomfortable _____:_____:_____:_____:_____:_____:_____:_____: Comfortable

Approving _____:_____:_____:_____:_____:_____:_____:_____: Disapproving

# SELF EXAMINATION OF THE TESTICLES

Self examination is a very quick, simple, painless process which may save your life. It takes only a few minutes and no equipment is necessary - just your hands.

1. **Why Self Examination?**

   Regular testicular examination (monthly) is the best guarantee of early detection and successful treatment.

   (A) Most growths arising in or from the testes are malignant. They account for the majority of malignancies in males under 30. In undescended testes, malignancies occur 20 times as often.
   (B) Many of these tumours are painless and so require frequent examinations to discover any lumps.

2. **When to Self Examine**

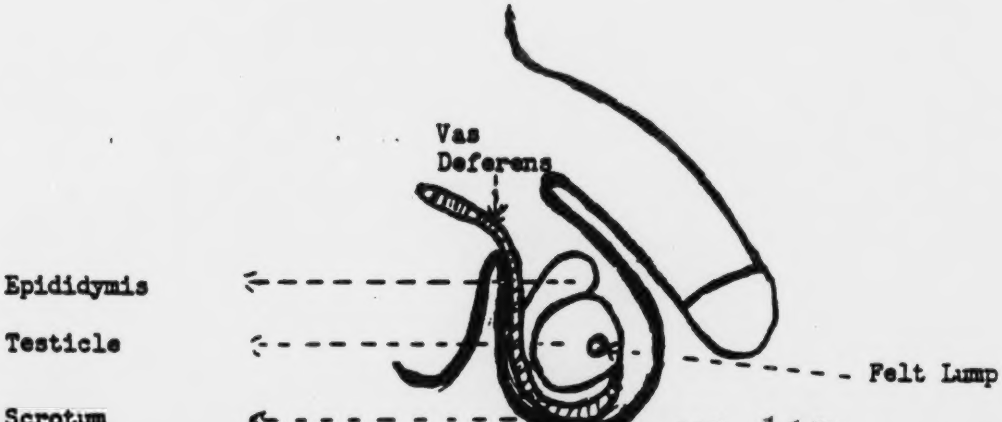
   (A) The self-examination should be done at least once a month.
   (B) The best time to examine your testes is after a hot bath or shower when the testicles are descended and your scrotal skin is smooth and lubricated.

3. **How Is It Done?**

   (A) Place your index and middle fingers of both hands underneath the testicle, your thumbs on top.
   (B) Gently roll your testicle between your thumbs and fingers.
   (C) The lumps usually occur on front side of testicle.

4. **What Is To Be Done? Your Responsibility**

   (A) If you find anything abnormal, see your doctor immediately.
   (B) Learn about testicular tumours - often there are options in treatment.
   (C) Pass on your knowledge to members of your family - to your friends.
   (D) If you have any question about how to do this self-examination, consult with your physician or call Cancer Care.



## MONTHLY BREAST SELF-EXAMINATION

1. Should be done during period following menstruation. With pregnancy, after menopause and after a hysterectomy, when there is no menstruation, try to do the exam at the same time each month. Palpation is carried out in different positions.

2. Best time to do it is while showering or bathing, and a good light is absolutely essential. Hands glide better over a wet body.

3. Look for and be suspicious

   A. Of any discharge, any redness or edema (swelling) of skin;
   B. Of any lump or dimpling of skin;
   C. Spontaneous Galactorrhea (Lactation) - may be due to a tumour.

4. Remember

   A. One breast is usually larger than the other and one may be in a higher position;
   B. Some breasts normally are lumpy. Be on guard for any change;
   C. Local pain or tenderness only rarely accompanies malignant conditions even in advanced cancer;
   D. Tumours well circumscribed and freely mobile are generally benign. Those ill defined and fixed (not movable) are generally malignant;
   E. With discovery of anything abnormal - consult your physician **immediately**.

## POSITIONS FOR BREAST EXAMINATION

A

ARMS AT SIDE

B

ARMS RAISED AND OVER HEAD THUS ELEVATING UNDERLYING MUSCLES (PECTORAL) AND BREASTS

C

HANDS PRESSED FIRMLY AGAINST HIPS THUS CONTRACTING PECTORAL MUSCLES

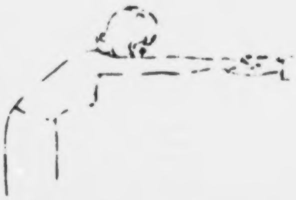
D

PALPATION OF ARMPIT (AXILLA) TO CHECK LYMPH NODES

E

ON BACK (SUPINE POSITION) WITH SMALL PILLOW OR FOLDED TOWEL UNDER SHOULDER OF SI

BEING EXAMINED



F

BENDING FORWARD FROM WAIST. BREASTS DEPENDENT

G

FRONT VIEW OF "F". NOTE DEVIATION OF RIGHT BREAST

# UNDERSTANDING SEXUAL ATTRACTION

Instructions: Rank each of the following characteristics according to your estimation of their importance to you as a component of how sexually attracted you are to another individual. Rank each response using the following code: (a) Essential for being "turned on"; (B) Useful, but not necessary; (C) Makes no difference; (D) Generally a "turn off."

____1. Intelligence
____2. Personality
____3. Sense of Humor
____4. Aggressiveness
____5. Worldliness
____6. Sensitivity
____7. Assertiveness
____8. Shyness
____9. Personal Vigor
____10. Level of education
____11. Need for adventure
____12. Emotional stability
____13. Maturity
____14. Personal interests
____15. Religion
____16. Politics
____17. Style of dress
____18. Touch
____19. Smell
____20. Taste
____21. Quality of voice
____22. Hair
____23. Face
____24. Arms
____25. Neck
____26. Shoulders
____27. Chest (breasts)
____28. Belly
____29. Thighs
____30. Buttocks
____31. Hips
____32. Legs
____33. Genitals
____34. Other

# HUMAN SEXUALITY

List three sex role expectations or behaviors for the following:

Mother ________________________________________

Father ________________________________________

Husband ________________________________________

Wife ________________________________________

Daughter ________________________________________

Son ________________________________________

Describe ONE way in which you would change these:

Which of the above behaviors increase intimacy? ____________

________________________________________________

Which makes you more powerful in the relationship? __________

________________________________________________

Finish the following statements:

1. Since I am a woman (man) _________________________

   ____________________________________________

2. If I were a (woman) (man) _________________________

   ____________________________________________

3. The most important thing for a man is _______________

4. The most important thing for a woman is ______________

Free Associate and write down the first two thoughts that come to mind:

Housewives ______________________________

Single women ______________________________

Single women ______________________________

______________________________

Successful women ______________________________

______________________________

Married women ______________________________

______________________________

Men in education ______________________________

______________________________

Women in education ______________________________

______________________________

Divorced women ______________________________

______________________________

House Husbands ______________________________

______________________________

Divorced Men ______________________________

______________________________

Successful Men ______________________________

______________________________

## HUMAN SEXUALITY

Complete the following sentences:

1. Responsible men are ______________________

2. Aggressive women are ______________________

3. Nice guys are ___________________________

4. Nice girls are __________________________

3 statements

5. The little boy-girl in me is ____________________________

6. The man/woman in me is _________________________________

7. The worst thing a woman can call a man is _____________

9. The human in me is ____________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

10. Men are superior to women because _____________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

11. Women are superior to men because _____________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

12. (a) It is more advantageous to be a woman because:

_______________________ personally

(b) _______________________ professionally

(c) It is more advantageous to be a man because:

_____ _____________ personally

_______________________ professionally

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## CE 880: Human Sexuality

## Bibliography

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Wood, N.F. (1979). Human sexuality in health and illness. 2nd Edition. St. Louis: C.V. Mosby. (HQ 21 W855).

Woody. J.D. & Woody, R.H. (1983). *Sexual issues in family therapy, V.5 The family therapy collections*. Rockville, MD: Aspen Systems.

Wren, B.G. & Robertson, R. (1976). A technique of sexual counseling. *Medical Journal of Australia*, *2*(17): 641-642, October.

Yaffe, M. & Nelson, E. (1983). *The influence of pornography on behavior*. NY: Academic Press.

Zelnick, M. & Kantner, J.F. (1979). Contraceptive patterns and premarital pregnancy among women aged 15-19 in 1976. *Family Planning Perspectives*.

Zilbergeld, B. (1980). Alternatives to couples counseling for sex probems: Group and individual therapy. *Journal of Sex and Marital Therapy*, *6*: 1.

Zillman, D. (1984). *Connections between sex and aggression*. Hillsdale, NJ: Lawrence Erlbaum Associates.

## GENERAL INFORMATION

### Journals of Interest

| | |
|---|---|
| Sexual Medicine Today | International Medican News Service, Inc.<br>600 New Hampshire Ave., N.W., Suit 405<br>Washington, D.C. 20037 |
| Journal of Sex Research | Mrs. Mary Westervelt<br>208 Daffodil Road<br>Glen Burnie, MD 21061 |
| Journal of Sex and Marital Therapy | Human Sciences Press<br>72 Fifth Avenue<br>New York, NY 10012 |
| Journal of Social Work & Human Sexuality | Human Sciences Press<br>72 Fifth Avenue<br>New York, NY 10012 |
| Archives of Sexual Behavior | Plenum Publishing<br>227 W. 17th Street<br>New York, NY 10011 |
| Sexuality and Disability | Human Sciences Press<br>72 Fifth Avneue<br>New York, NY 11012 |

| | |
|---|---|
| Medical Aspects of Human Sexuality | Hospital Publications<br>360 Lexington Avenue<br>New York, NY 10017 |
| Journal of Marital & Family Therapy | American Assoc. for Marriage & Family Therapy<br>924 W. 9th Street<br>Upland, CA 91786 |
| SIECUS Report | Behavioral Publications<br>72 Fifth Avenue<br>New York, NY 10011 |
| Journal of Sex Education & Therapy | American Assoc. of Sex Educators, Couns. & Ther.<br>5010 Wisconsin Ave.,<br>Wasington, D.C. 20016 |
| Journal of Homosexuality | Haworth Press<br>149 Fifth Avenue<br>New York, NY 10010 |

## Organizations in Human Sexuality and Related Fields

American Association of Sex Educators, Counselors & Therapists (AASECT)
600 Maryland Avenues, SW
Washington, D.C. 20024

American Association of Marriage and Family Counselors
225 Yale Avenue
Claremont, CA 91711

International Society of Psychoneuroendocrinology
c/o Dr. Richard Michael
Department of Psychiatry
Emory University School of Medicine
Atlanta, GA 30322

Society for Sex Therapy and Research (SSTAR)
c/o Dr. Alexander Levay
Four East 89th Street
New York, NY 10028

International Academy of Sex Research
c/o Dr. Richard Green
Department of Psychiatry and Behavioral Sciences
Health Sciences Center 0 School of Medicine
SUNY - Stoneybrook
Stoneybrook, NY 11790

Society for the Scientific Study of Sex
208 Daffodil Road
Glen Burnie, MD 21061

Sex Information and Education Council of U.S.
Dr. Mary Calderone
112 E. 42nd Street
New York, NY 10017

List of Training Programs in Human Sexuality

Shore, David. Educational and Training Opportunities in Sexology, A resource manual, 1979.
Curie, c/o Sullivan House, 1525 E. 53rd Street, Chicago, IL. 60651

**NAME:** RON OLIVER

**AFFILIATION:** University of South Dakota

**ADDRESS:** School of Education
414 E. Clark St.
Vermillion, SD 57069-2390

**TELEPHONE:** (W) (605) 677-5346
(H)

*Division of Educational Psychology and Counseling*
**School of Education**
**(605) 677-5250**

USD

March 21, 1989

Dr. Eldon Ruff
Indiana University at South Bend
1700 Mishawaka Avenue
South Bend, IN 46634

Re: ACES Human Sexuality Training Network

Dear Dr. Ruff:

Dr. Joan England forwarded to me your memo of February 27th concerning your compilation of course syllabi in human sexuality. A component of the course I teach here at the University of South Dakota in Couples Counseling deals with sexuality issues. It is a recently developed course and we are currently lacking in the area of supportive audio-visual material. I am therefore quite interested in obtaining the resource booklet that you refer to in your memo. I am also interested in obtaining your compilation of Huamm Sexuality Course Syllabi. Additionally, I would like to become part of the ACES Human Sexuality Training Network.

I am enclosing the syllabus that is being used for the Couples Counseling course here, though I am not sure how helpful it will be. The supplementary readings booklet that I put together has chapters on sexual anatomy and physiology that are taken from Masters and Johnson's work Sex and Human Loving (1986). As is noted in the syllabus, the text for the component is Frances Schepp's Sexuality Counseling: A Training Program. At last week's AACD convention I noted a new publication from Brooks/Cole entitled Sexuality Counseling that I anticipate switching to for next year.

I may be reached c/o Division of Educational Psychology and Counseling, School of Education, 414 E. Clark St., University of South Dakota, Vermillion, South Dakota 57069, or by phoning (605) 677-5346.

Best regards,

Ron Oliver

Ron Oliver, Ed.D.
Assistant Professor

The University of South Dakota • 414 East Clark St. • Vermillion, SD 57069-2390

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## COUPLES COUNSELING: THEORY & TECHNIQUES (COPS 730, 010)

SPR 1989
Ron Oliver, Ed.D., CCMHC — Phone 677-5346
Room 211, Delzell #211 — Hours 10-12 (MW), 9:30-10:30 (TR)
Other times by appt.

**Texts:** Beavers, W.R. (1985). Successful marriage: A family systems approach to couples therapy. New York, NY: W.W. Norton.
Schepp, K.F. (1986). Sexuality counseling. Muncie, IN: Accelerated Development, Inc.
Oliver, R.L. (Ed.). Handbook of Supplementary Reading.

### Supplemental Sources:

Sholevar, G.P. (1981) The Handbook of Marriage and Marital Therapy, New York: SP Medical and Scientific Books.
Gurman, A.S. (1985) Casebook of Marital Therapy, New York: Guilford Press
Wile, D.B. (1981) Couples Therapy: A Non-traditional Approach, NY: John Wiley & Sons.
Stuart, R.B. (1980) Helping Couples Change: A Social Learning Approach, NY: Guilford Press
Papp, P. (1983) The Process of Change (Chap. 9), NY: Guilford
Lederer, W.J. & Jackson, D.D. (1968) The Mirages of Marriage, NY: W.W. Norton
Dicks, H.V. (1967) Marital Tensions, London: Metheune
Sperry, L. (1978) The Together Experience, San Diego, CA: Beta Books
Campbell, S.M. (1980) The Couple's Journey, San Luis Obispo, CA: Impact Publ.
Lazarus, A. (1986) The Myths of Marriage, San Luis Obispo, CA: Impact Publ.
Haley, J. (Ed.) (1985) Conversations With Milton Erickson, Vol.2, (Changing Couples), NY: Triangle Press.

### Course Objectives

This will be primarily a didactic course but with experiential elements. The assimilation, integration, and application of the systemic approach to couples counseling is the primary objective. Also, exposure to alternate models of couples counseling, e.g. social learning and existential models, is sought. Secondarily, the objective is to further acquaint the student with the elements of the human sexual response and to introduce the student to counseling intervention strategies in selected problematic areas.

### Content:

Three major content areas will be covered: 1) Theoretical approaches (usage of traditional models as well as systems model, primarily structural/strategic) (Weeks 1-5); 2) Related techniques and counseling strategies (Weeks 6-10); 3) The human sexual response and relevant counseling interventions (Weeks 11-15).

Expectations:

You are expected to contract for a grade in this course. Table 1 outlines the contract activities while Table 2 details the activities to be accomplished for each grade. No grades as such are given on each of these activities --- they are either acceptable or unacceptable (do over). Your decision regarding the grade you are to contract for should be made by the fourth class meeting, and no later than Feb. 2nd. Generally, this grade cannot be renegotiated.

Table 1

1. Leadership of a presentation dealing with a part of either Roman Numeral 2 or 3 per course content.
2. Annotated bibliography of periodical reading or chapters from supplemental reading source list (7 articles and/or chapters)
3. Write a 10-15 page paper utilizing APA 3rd Ed. format dealing in a comprehensive manner with one's own philosophy of and basic orientation toward the relationship counseling process. This paper must be supported by appropriate referendes from the literature. OR write on a problem facing the practice of couples counseling, e.g. theoretical shortcomings or inconsistencies, pragmatics of service delivery, clarification of contraindications for couples work, etc. Please see me prior to any extensive work for an okay of your topic selection. The latter paper needs to be in a form acceptable for possible publication as an article.
4. Write a 10 page paper on your mate selection process and the nature of marriage and/or intimate relationships. This is a personalized topic which integrates the literature with your life experiences. The title of this paper will be: Mate Selection and the Nature of Relationships: A Personal Perspective with Support from the literature.

Table 2

Grade
A ----- 1, 2, 3 or 4 (plus 90% or above on tests) (may sub 4 for 1
B ----- 2, 3 or 4 (plus 80% or above on tests) if MA)
C ----- 2(plus 70% or above on tests)

Regular attendance and participation will also be taken into consideration when arriving at a final grade and will be crucial in borderline circumstances.

BEST COPY AVAILABLE

NAME: BARBARA A. PUTNAM

AFFILIATION: State University of New York at Buffalo

ADDRESS: Counseling & Educational Psychology

Buffalo, NY 14068

TELEPHONE: (W) (716) 636-3151

(H)

STATE UNIVERSITY OF NEW YORK AT BUFFALO

Department of Counseling and Educational Psychology

## CEP 652: Psychology of Human Sexuality

Fall Semester 1987
Thursday 9-11:40
Knox 4
3 credits

Barbara A. Putnam, Ph.D.
Instructor
Office hours: M - F
by appointment only
421 Baldy 636-3151

### Instructional Objectives

This course is designed to increase the counselor's awareness of, and ability to deal with sexual issues. It will focus on biological aspects of sexuality, sexual myths, sexual values, and the role of the counselor in the area of sexuality and counseling.

The objectives for the course are to help counselors: 1) gain an understanding of the process of counseling as it relates to sexual issues: 2) explore their own knowledge, attitudes, and values as they relate to sexuality, and 3) integrate new knowledge into a more complete understanding of counseling.

Given the amplitude of the above objectives, a final set of learning objectives is offered. They are designed to help the counselor synthesize what is to be (or has been) learned during the course. Toward this goal, several strategies are suggested for retaining much of the information beyond some "final exam."

1. Although it may be difficult to remember the precise percentages of individuals who engage in various sexual behaviors or who hold particular sexual attitudes, counselors should know which behaviors and attitudes tend to be normative, and which tend to be typical of a part of the population.
2. The counselor should be familiar with the major studies of each of the various aspects of sexuality including: (a) who conducted them; (b) the primary conclusions from these studies; (c) the kind of evidence on which the conclusions are based, and (d) the theoretical prospective (when possible) which guided each of the studies.
3. Class handouts, films and textbook glossaries, may be used for review of those terms which were unfamiliar to the counselor at the beginning of the course.
4. The counselor should be able to describe the name, location, and function of each of the parts of the male and female sexual anatomy.

5. In addition to knowing the distinction between stereotypic and "real" gender differences, the counselor should be able to specify the similarities and differences between the genders which are described throughout the textbooks.

6. Counselors should be able to specify those cultural beliefs which are, and are not, supported by scientific evidence, as well as those areas which have not been scientifically investigated.

7. Finally, counselors should have a greater awareness of their own sexuality. It is assumed that greater awareness will be gained through class participation, reading, and the autobiography.

TEXTBOOKS:

Required

Masters, W.H., Johnson, V.E. & Kolodny, R.C., Human Sexuality Boston: Little, Brown, 1985 (2nd edition).

The Boston Women's Health Book Collective. The New Our Bodies, Ourselves. New York: Simon & Schuster, 1984.

Note: Films, filmstrips and slides have been scheduled throughout the sessions.

Evaluation:

1. Class participation (50% of the grade)
Students are expected to have read materials and to participate in class discussions.

2. Autobiography (50% of the grade)
Your biography should reflect the development of your own sexuality. I will be the only reader. I will keep a strict code of confidentiality. An outline will be given to you and explained in class.

Due DECEMBER 3rd

Letter grades will be assigned.

## COURSE OUTLINE AND READING GUIDE

| | |
|---|---|
| Introduction | |
| September 3 | Prospectives on Sexuality |
| 10 | Sex Research: An overview |
| | **Biological Perspectives** |
| | Sexual Anatomy |
| 17 | Sexual Physiology |
| October 1 | Human Reproduction<br>Birth Control<br>Developmental Sexuality: A Biological View |
| | **Psychosocial Perspectives** |
| 8 | Childhood and Adolescent Sexuality |
| 22 | Adult Sexuality<br>Gender Roles<br>Loving and being loved<br>Intimacy and Communication skills<br>Sexual Fantasy |
| | **Behavioral Perspectives** |
| 29 | Solitary Sexual Behavior |
| November 5 | Heterosexuality<br>Homosexuality and Bisexuality<br>The Varieties of Sexual Behavior<br>Coercive Sex: The Varieties of Sexual Assualt |
| | **Clinical Perspectives** |
| 12 | Sexual Dysfunctions and Sex Therapy |
| December 1 | Sexual Disorders and Sexual Health<br>Sexually Transmitted Diseases |

Course outline (continued)

| | |
|---|---|
| | Cultural Perspectives |
| December 3 | Sexual Themes in Popular Cultures |
| 10 | Religious and Ethical Perspectives on Sexuality |
| | Sexuality in Cross-Cultural Perspectives |

Note:

September 24 - no class: Rosh Hashanah

November 26 - no class: Thanksgiving

Tuesday, December 1 - Thursday schedule followed

FILMS

| | |
|---|---|
| September 17 | Human Reproduction |
| October 1 | Have a Healthy Baby<br>To Plan your Family<br>Maternal Care: Labor & Delivery |
| October 8 | Beginning of Life |
| | Girl to Woman/Boy to Man |
| October 15 | Are you Ready for Marriage?<br>The Game/Couple |
| October 22 | Free |
| October 29 | In Winterlight Vir Amat |
| November 5 | Touching |
| November 12 | Rape: A Preventive Inquiry |

NAME: JOAN RALPH

AFFILIATION: University of South Alabama

ADDRESS: College of Nursing
USA/Springhill
Mobile, AL 36688

TELEPHONE: (W)
(H)

UNIVERSITY OF SOUTH ALABAMA
COLLEGE OF NURSING
NU 353/552
HUMAN SEXUALITY AND NURSING

## COURSE DESCRIPTION

| | |
|---|---|
| CREDIT HOURS: | NU 353/552, 3 Credit Hours |
| CLASS HOURS: | Three (3) hours |
| PREREQUISITES: | Enrolled in health related field |

### COURSE DESCRIPTION:

The purpose of this course is to increase the student's awareness of the influence of sexual values in relation to self, client, and the nursing process.

### COURSE DESCRIPTION:

At the completion of this course, the student will have:

1. Increased awareness of own feelings, attitudes and values regarding sexuality.
2. Increased knowledge of the span of normal sexual responses.
3. Become more sensitve to the feelings, attitudes, and values of others regarding sexuality.

### GRADING SYSTEM:

Students will contract for grade.

### TEACHING METHODS:

Lectures, audio-visuals, guest speakers, group discussions, student presentations, writing assignments.

### EVALUATION OF COURSE:

Student will complete the following:

1. Pre-test and Post-test
2. Six (6) writing assignments
3. Over-all course evaluation
4. Contract requirements

JR/jjs
8/29/88

UNIVERSITY OF SOUTH ALABAMA
COLLEGE OF NURSING
NU 353/552

## WRITING ASSIGNMENTS

1. View the films: Quickie"; Toads"; "Orange". State which film you identify with the most strongly. Why? Share paper with your peers.

2. Write a sexual autobiography of 1-3 pages. Use a pseudo name. Possible considerations - your feelings about male/female; experiences expressing sexuality; early experiences which influenced your sexual development; experimentation with the sexual role, etc. Due ________________

3. Write a letter to a friend expressing your thoughts about taking this course and your goals for this course. Include your definition of sexuality. Due ________________

4. In class, write a paper on several words related to sexuality which make you uncomfortable and are hard for you to use.

5. Share these words with the group. Read words aloud to the class and describe your feelings.

6. Write a letter to your Mother using the above words.
Due ________________

JR/jjs

UNIVERSITY OF SOUTH ALABAMA
COLLEGE OF UNIVERSITY
NU 353
HUMAN SEXUALITY AND NURSING

## Contract for a Grade
(3 Credit Hours)

I, ______________________________, do hereby enter into an agreement with my instructor to fulfill the appropriate terms of this contract in exchange for the letter grade circled below:

| GRADE | TERMS |
|---|---|
| A | 1. Fulfill all grade of "B" terms.<br>2. Develop and present an audio-visual project on a topic relating to human sexuality; participate in a debate or tape sexual assessment. Will need prior approval of the instructor. Due ______________________. |
| B. | 1. Fulfill all grade of "C" terms.<br>2. Submit each week two (2) Bibliography cards related to subject on outline.<br>3. Select a topic related to sexuality which would be difficult for you to report on. Write a summary of information on this topic. Due __________________ (6 - 8 pages). Use APA format and include references. |
| C. | 1. Attend all scheduled classes unless excused.<br>2. Read on assigned topic prior to class discussion.<br>3. Participate in small group discussions.<br>4. Take all tests. (Pre-test, Post-test)<br>5. Complete course evaluation.<br>6. Complete all writing assignments (6). |
| D. | 1. Fail to complete 4, 5, and 6 in "C" above. |
| F. | 1. Fail to complete terms 1-6 of "C" grade above.<br>2. Fail to submit an official drop slip. |

If unable to meet requirements of original contract, contract must be renegotiated by ________________. All Grades must be negotiated with a contract.

______________________________
Signature of Instructor

______________________________
Signature of Student

______________________________
Date

______________________________
Date

JR/jjs

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# UNIVERSITY OF SOUTH ALABAMA
# COLLEGE OF NURSING
# NU 552
# HUMAN SEXUALITY AND NURSING

## Contract for a Grade
## (3 Credit Hours)

I, ______________________________, do hereby enter into an agreement with my instructor to fulfill the appropriate terms of this contract in exchange for the letter grade circled below:

| GRADE | TERMS |
|---|---|
| A | 1. Fulfill all grade of "B" terms.<br>2. Critique one (1) research study related to an area of sexuality using the attached guidelines.<br>a. APA format<br>b. Due ______________________ |
| B. | 1. Fulfill all grade of "C" terms.<br>2. Submit each week three (3) Bibliography cards related to subject on outline.<br>3. Select a subject related to sexuality which would be difficult for you to report on. Write a summary of information on this subject.<br>Due ______________________ |
| C. | 1. Attend all scheduled classes unless excused. (No more than 2 absences)<br>2. Read on assigned topic prior to class discussions.<br>3. Participate in small group discussions.<br>4. Take all tests. (Pre-test and Post-test)<br>5. Complete course evaluation.<br>6. Complete all writing assignments (6). |
| D. | 1. Fail to complete 4, 5, and 6 in "C" above. |
| F. | 1. Fail to complete terms 1-6 of "C" grade list.<br>2. Fail to submit on official drop slip. |

If unable to meet requirements of original contract, contract must be renegotiated by ______________________. All grades must be negotiated with a contract.

______________________
Signature of Instructor

______________________
Signature of Student

______________________
Date

______________________
Date

## Guidelines for the Critical Reading of Research Publications

The following questions can be useful in reading and evaluating articles more critically. The questions are stated in a general manner so that they may be applied to any type of research no matter what the topic.

*Problem*

1. What is the problem studied?
2. Is the researcher clear about what he is studying?
3. Is the problem clearly identifiable?
4. Does the title of the report accurately reflect the problem?
5. Is the problem significant to nursing practice?
6. Are definitions clear and concise?
7. What is the theory?
8. Has it been translated into research terms?
9. Are assumptions stated?
10. If so, are they clear and justifiable?
11. Are there facts to support the assumptions?

*Purpose*

1. Does the report clearly state the purpose of the study?
2. Has the study set out to solve a problem in nursing?
3. Has it controlled facts useful to nursing?
4. Has it contributed to knowledge in nursing?

*Investigator*

1. Who did the investigation?
2. Is he qualified to do this particular type of research?
3. Is he able to do this particular type of research (i.e., experienced in the field)?
4. If not, did a co-investigator have these skills, or did he have the assistance of a qualified consultant?

*Related Literature*

1. Are sources of important findings noted and is the relationship of the problem to the previous research clear?
2. Does the bibliography reflect a careful comprehensive review?
3. Is the literature review, if any, relevant and well-organized? Is it adequate?
4. Would you have suggested additional references?

*Methodology*

1. Is the methodology adequately described?
2. Is the study historical, experimental, or descriptive in type?
3. Is the research design described?
4. Does it seem appropriate for the solution of the problem?
5. Can strengths and weaknesses of the design be identified?
6. How was the sample selected? Was it random?
7. Is the sample large enough or representative enough to allow for a reasonably sound conclusion?

*Findings—Analysis*

1. How much confidence can you place in the findings produced by a sample the size of the one in the study?
2. Is the sample so small that the results could have been mere chance occurrences?
3. Is the sample so large that it shows a statistical difference which is of no practical importance?
4. Are questions on questionnaire appropriate (relevant to the topic and participants)?
5. Do you believe that the participants could understand the questions?
6. Do observation or interview techniques seem appropriate?
7. Are tables and graphs understandable?
8. Does the content merely restate the content of the tables and graphs, or does it interpret and point out significant relationships?

*Analysis of Data*

1. Do methods selected to analyze data seem appropriate?
2. Were they applied correctly?
3. Are the interpretations (findings) based on the data?
4. Are reasons given for decisions to tabulate and analyze data in the manner that they were?
5. Are you able to interpret data from tables or graphs?
6. Do the results of these pictorial devices agree with the researcher's written analysis of the data?

*Limitations*

1. Are there any stated limitations of the study?
2. If the researcher has not stated weak points, can you mention any limiting factors?

*Implications*

1. How might you incorporate these findings into nursing practice?
2. Will this study benefit nursing practice directly or indirectly?

*Conclusions*

1. Do conclusions seem logical?
2. Can you detect any bias on the part of the researcher?
3. Do the findings suggest the need for further research?
4. Can you apply any new knowledge discovered in the study?

*Final Questions*

1. Is the work clearly presented?
2. Is it interesting?
3. Does the work seem logical and organized?
4. Is it scientifically presented, unbiased and impartial?
5. Are the bibliography, footnotes, tables, graphs, and pictures accurately represented?
6. Are statements plausible?
7. Are statements in agreement with other evidence?
8. Have the meanings of words changed?
9. Are there inconsistencies in the report itself?
10. Does the report clearly summarize the findings?
11. Does the report adequately credit all sources and resources tapped during the study?
12. Was the report difficult to read?
13. Did the language obscure the content and value of the research?
14. Were you interested in the study, regardless of the manner in which the report was written, despite its style?
15. Do you know what the investigator accomplished?

Source:

Sherman, Karen M. and Alice K. Kirsch. Research Q & A, Nursing Research 27:70, Jan. - Feb. 1978.

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UNIVERSITY OF SOUTH ALABAMA
COLLEGE OF NURSING

NU 353
HUMAN SEXUALITY

COURSE CALENDAR

| DATE | TOPIC | FACULTY |
|---|---|---|
| Sept. 28 | Introduction<br>Films - Writing Assignment #1<br>Pre-test | Joan Ralph, RN, Ed.D. |
| Oct. 5 | Illness and Sexuality<br>Writing Assignment #2<br>Contracts Due | Joan Ralph, RN, Ed.D. |
| Oct. 12 | AIDS<br>Writing Assignment #3 | Joan Ralph, RN, Ed.D. |
| Oct. 19 | Child Sexual Abuse | Kathy Heath, Ed.D.<br>Baldwin County Mental Health Center |
| Oct. 26 | Aged and Sexuality<br>Writing Assignment #4 &5 | Lee Brown, MS |
| Nov. 2 | Adolescence and Sexuality | Health Department Representative |
| Nov. 9 | Selected by Students<br>Writing Assignment #6 | |
| Nov. 16 | Touch | Lynne Brooks, RN, Ph.D. |
| Nov. 23 | THANKSGIVING HOLIDAY | |
| Nov. 30 | Presentation of Projects/Papers | |
| Dec. 7 | Presentation of Projects/Papers<br>Post-test<br>Evaluation<br>All contract requirements due | |

JR/jjs
9/88

## NU 353

## POSSIBLE DEBATE TOPICS

1. Traditional sex roles are (are not) preferable to androgenous sex roles.
2. Our society should (should not) legally recognize a variety of adult lifestyles.
3. School based health clinics are (are not) an effective and socially acceptable way of reducing the incidence of teenage pregnancy.
4. Schools or other health clinics should (should not) require parental permission before giving out sex information and contraceptives.
5. The availability of contraceptives and contraceptive information encourages (does not encourage) sexual promiscuity among sutdents.
6. Pornography does (does not) promote sexual violence.

UNIVERSITY OF SOUTH ALABAMA
COLLEGE OF NURSING
NU 353
Human Sexuality
REFERENCES

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Baldwin, W. & Cain, V.S. (1980). The children of teenage parents. Family Planning Perspectives, 12, 34-43.

Barnes, D.M (1987). AIDS: Statistics but few answers. Science, 236, 1423-1425.

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Bryant, J.K. (1986). Home care of the client with AIDS. Journal of Community Health Nursing, 3(2), 69-74.

Dossey, L. (1983). The skin: What is it? Topics in Clinical Nursing, 5(7), 1-4.

Everett, M. (1988). Close encounters. Psychology Today, 3, 31-36.

Flaskerud, J.H. (1987). AIDS: Psychosocial aspects. Journal of Psychosocial Nursing, 25(12), 9-16.

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Muscari, M.E. (1987). Obtaining the adolescent sexual history. Pediatric Nursing, 307-310.

O'Conner, M. (1986). Never too late. Psychology Today, 20(6), 66-9.

Pollard, M. & Barker, E. (1985). Straight talk on sex for the older patient, RN, 2, 17-18.

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Tanslow, C. (1983). Therapeutic touch: A healing modality throughout life. Topics in Clinical Nursing, 5(7), 72-79.

Travis, S. (1987). Older adults' sexuality and remarriage. Journal of Gerontological Nursing, 13(6), 10-12.

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Yoos, L. (1987). Adolescent cognitive and conceptive behaviors. Pediatric Nursing, 13(4), 247-250.

Pre-test being revised

UNIVERSITY OF SOUTH ALABAMA
SCHOOL OF NURSING

HUMAN SEXUALITY
NU 353

Spring Quarter 1981

Directions: Choose the one best response for each question. Write the number on the answer sheet which corresponds to the response you have chosen. Do not write on the test paper.

In answering questions concerning personal attitudes, many people tend to give answers which are generally accepted or preferred by society. Please attempt at all times to be frank in expressing your own attitudes.

1. What is your age?

    0. 18 or younger
    1. 19
    2. 20
    3. 21
    4. 22 or older

2. What is your sex?

    0. Female
    1. Male

3. In what year are you enrolled?

    0. Freshman
    1. Sophomore
    2. Junior
    3. Senior
    4 Graduate

4. In what type of community have you lived the longest before coming to college?

    0. Urban (population over 100,000)
    1. Suburban (between 10,000-100,000)
    2. Small town (population less than 10,000)
    3. Rural

5. What is your marital status?

    0. Single
    1. Married, first time
    2. Separated
    3. Divorced
    4. Widowed
    5. Formerly married, now living with member of opposite sex
    6. Never married, now living with member of opposite sex
    7 Remarried.

6. What is your present religious preference?

   0. Roman Catholic
   1. Jewish
   2. Mormon
   3. 7th Day Adventist
   4. Protestant other than Mormon or 7th Day Adventist
   5. Other
   6. None

7. How religious would you say you are?

   0. Very religious
   1. Slightly religious
   2. Not at all religious
   3. Anti-religious

8. How would you describe your political views?

   0. Very liberal
   1. Somewhat liberal
   2. Moderate
   3. Somewhat conservative
   4. Very conservative

9. What is your mother's occupation?

   0. Clerical/sales
   1. Skilled manual
   2. Unskilled
   3. Professional, business executive
   4. Homemaker

10. What is your father's occupation?

   0. Clerical/sales
   1. Skilled manual
   2. Unskilled
   3. Professional/business executive
   4. Homemaker

11. What is the highest level of education achieved by your mother?

   0. Completed grade school
   1. Completed high school
   2. Some college or technical education
   3. Completed college
   4. Completed a graduate degree

12. What is the highest level of education achieved by your father?

   0. Completed grade school
   1. Completed high school
   2. Some college or technical education
   3. Completed college
   4. Completed a graduate degree

IF THE ITEM IS TRUE MARK A "T" ON THE ANSWER SHEET: IF IT IS FALSE MARK "F"

13. In our society much sex role behavior is learned.

14. The sex of the developing fetus is determined by chromosomes of the male's sperm.

15. Homosexual encounters during adolescence usually will not interfere with the heterosexual relations in later life.

16. In our society, the "sex drive" of the female adolescent is stronger than that of the male adolescent.

17. It is not unusual for couples in the 70-80 age group to have intercourse 2-4 times a month.

18. You can identify most homosexuals by their body build, voice and mannerisms.

19. Some homosexual behavior is a normal part of growing up.

20. A healthy elderly person can have successful sexual relations providing she/he has an interested and interesting partner.

21. Lack of interpersonal communication about needs and feelings is often the basis of sexual problems.

22. All varieties of sexual activity engaged in by a married couple in the privacy of their home are legal.

23. In most states, masturbation is a punishable offense.

24. In many states homosexual acts are punishable by fines and imprisonment.

25. Abortions are now legally available in most states when the mother is under age and unmarried.

26. The male's role in having intercourse with a prostitute is punishable by law.

27. Sexual intercourse with a woman other than a spouse under conditions of force or threat of violence is considered the most serious of all sexual offenses under the criminal law.

28. Most laws pertaining to sexual behavior are based on a particular ethical point of view rather than toward the preservation of law and order.

29. The U.S. Supreme Court has declared unconstitutional all state laws which prohibited or restricted abortions during the first trimester of pregnancy.

30. How would you rate your own sexual attitudes as compared to those of the average person?

   0. Much more liberal
   1. Slightly more liberal
   2. Slightly more conservative
   3. Much more conservative

31. How do you think your knowledge about sex compares with that of your peer group?

0. Much less knowledgeable
1. Less knowledgeable
2. More knowledgeable
3. Much more knowledgeable

32. How do you think your sexual experience compares with that of your peer group?

0. Much more experience
1. More than most
2. Less than most
3. Much less experience

33. How do you think your comfort with sexual matters compares with that of your peer group?

0. Much less adjusted
1. Less adjusted
2. About equally adjusted
3. More adjusted
4. Much more adjusted

34. Have any of the following prevented you from freely expressing your sexuality? (You may check more than one)

0. Fear of pregnancy
1. Fear of disease
2. Social disapproval
3. Guilt feelings
4. Religious or other moral training
5. Other
6. None of the above

How comfortable are you when discussing your feelings about the following topics with a friend of the same sex?

0 = Extremely comfortable
1 = Slightly comfortable
2 = Slightly uncomfortable
3 = Extremely uncomfortable

35. Masturbation

36. Oral-genital (mouth-genital) stimulation

37. Homosexuality

38. Abortion

39. The Relationship of Love and Sex

How comfortable are you when discussing your feelings about the following topics with a friend of the opposite sex?

40. Masturbation

41. Oral-genital (mouth-genital) stimulation

42. Homosexuality

43. Abortion

44. The Relationship of Love and Sex

The following statements describe various sexual behaviors. You may find some of them totally unacceptable for yourself as well as others. Some you may find unacceptable for yourself, but accept them in others. As you read each statement, indicate the extent to which you would find the behavior described in it acceptable in your own case. Please use the following scale.

0 = Entirely acceptable
1 = Not entirely acceptable, but not objectionable either
2 = Somewhat objectionable, but excuseable
3 = Totally unacceptable

45. To use pornography as a source of sexual stimulation.

46. To engage in prostitution to earn a living.

47. To engage freely in sexual activities with any and as many partners as one wishes and as would be willing.

48. For a woman to make sexual advances to a man whom she likes without having to wait for him to take the initiative.

49. To engage in any sexual practice, no matter what it is, as long as both partners are willing and enjoy it.

50. To have transsexual surgery (sex change operation) if one was convinced that he (she) was trapped in the body of the wrong sex.

51. To disregard laws that regulate the kinds of sexual activities in which people engage in the privacy of their homes.

52. To masturbate when you feel the need for sexual gratification and this is the only means available at the time.

53. To choose homosexuality as a preferred way of satisfying your sexual needs.

54. To have premarital intercourse.

55. To lead a bisexual life (to enjoy sometimes heterosexual and sometimes homosexual activities).

56. To reach an agreement with your spouse that either or both of you should be free to engage in extramarital sex.

57. To make the pill, an IUD or other contraceptives available for any teenaged girls who want them.

58. To stimulate your sex partner's genitals with your mouth.

59. To have an abortion in case of unwanted pregnancy, or to help your spouse obtain an abortion in case of unwanted pregancy.

60. To perience guilt in conjunction with your sexual activity.

For each statement, use the scale below to indicate whether you:

0 = Strongly agree with the statement
1 = Agree somewhat
2 = Are uncertain how you feel
3 = Disagree somewhat
4 = Strongly disagree

61. Interest in sex past age 65 seems indecent.

62. Prisoners should be allowed conjugal visits.

63. Homosexuals should be encouraged to seek psychiatric treatment.

64. Sex is one of the most beautiful aspects of life.

65. Adults who masturbate are emotionally disturbed.

66. A nurse with strong religious objections to abortion should not care for abortion patients.

67. Sex education in secondary schools will cause a rise in premarital intercourse.

68. Sex education should be provided by the school system.

69. It is appropriate for nurses to date patients.

70. Illegitimacy should be recorded on the birth certificate.

71. A woman with three illegitimate children should be sterilized.

72. Sterilization should be performed at the individual's request under any circumstances.

73. Welfare money should not be used to pay for abortions.

74. Punishment for convicted rapists should be more severe than it is now.

75. Sexual involvement between nurses and physicians is unprofessional.

76. Severely mentally retarded individuals should be sterilized.

77. Repeated sex offenders should be castrated.

78. The most important aspect of being a woman is having children.

79. A physician should inform the husband or parents of any female he intends to abort.

80. Easy access to birth control information and devices encourages promiscuity.

81. Homosexuality should be prohibited by law.

82. It is more difficult to care for homosexual patients than heterosexual patients.

83. There is no such thing as aberrant sexual behavior.

84. A person should be able to control his or her sexual expression during hospitalization.

85. Children should be discouraged from masturbating.

86. Sexual involvement between nurses and patients violates the ethical standards of nursing.

87. Male patients who make sexual advances to female nurses should be assigned only to male nurses.

Please indicate the person closest to you in whom the following behaviors would seem entirely acceptable. Please use the following scale:

0 = My boyfriend/girlfriend or spouse
1 = My parents
2 = My closest friends
3 = My peers, classmates
4 = None of these

88. To use pornography as a source of sexual stimulation.

89. To engage in prostitution to earn a living.

90. To engage freely in sexual activities with any and as many partners as one wishes and as would be willing.

91. For a woman to make sexual advances to a man whom she likes without having to wait for him to take the initiative.

92. To engage in any sexual practice, no matter what it is, as long as both partners are willing and enjoy it.

93. To have transsexual surgery (sex change operation) if one was convinced that he (she) was trapped in the body of the wrong sex.

94. To disregard laws that regulate the kinds of sexual activities in which people engage in the privacy of their homes.

95. To disregard religious norms that restrict an individual's sexual freedom.

96. For a person to masturbate when he (she) feels the need for sexual gratification and this is the only means available at the time.

97. For a person to choose homosexuality as his or her preferred way of satisfying his (her) sexual needs.

98. To have premarital intercourse.

99. To lead a bisexual life (to enjoy sometimes heterosexual and sometimes homosexual activities).

100. For a husband and wife to reach an agreement that either or both should be free to engage in extramarital sex.

101. To make the pill, an IUD or other contraceptive available to any teenage girls who want them.

102. For a person to stimulate his (her) sex partner's genitals with (his/her) mouth.

103. For a woman to have an abortion in case of unwanted pregnancy.

104. For people to experience guilt in conjunction with their sexual activity.

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SG 14-IS 28 Human Sexuality
Professors Weinstein & Rosen

Spring, 1989

## Course Outline

TEXT: Crooks, R & K Baur. Our Sexuality, 3rd Edition, Benjamin/Cummings, Reading, Massachussetts, 1987

| Date | | Topic | Reading Assignments |
|---|---|---|---|
| Jan. | 26 | Introduction | Preface, Ch 1 |
| | 31 | Developing Trust | Ch 7 |
| Feb. | 2 | Sexual Communication | Ch 8 |
| | 7 | Female Anatomy & Physiology | Ch 4 |
| | 9 | Male Anatomy & Physiology | Ch 5,9 |
| | *14 | Developing Gender | Ch 3,19 |
| | 16 | Values & Morals | Ch 2 |
| | 21 | Sex and the Media | Ch 21 |
| | 23 | Sex Roles | |
| | ****28 | Stereotyping | |
| Mar. | 2 | Life Styles: Homosexuality | Ch 10,14 (469-475) |
| | * 7 | Adolescent Sexuality - Puberty | Ch 13 |
| | 9 | Sexual Response Cycle | Ch 6 |
| | 14 | Sexual Dysfunction - Therapy | Ch 16,17 |
| | ***16 | Teenage Pregnancy | Ch 13 (441-447) |
| | 28 | Contraception | Ch 11 |
| | 30 | Abortion | Ch 12 (392-399) |
| Apr. | ** 4 | The Marriage Contract | Ch 14 |
| | * 6 | Conception & Infertility | Ch 12 (405-421) |
| | 11 | Pregnancy & Childbirth | |
| | 13 | New Issues in Childbearing | |
| | ****18 | Parenting | Ch 12 (383-386) |
| | *25 | Sexually Transmitted Diseases | Ch 18 |
| | 27 | AIDS | |
| May | 2 | Rape | Ch 20 (664-669) |
| | 4 | Incest | Ch 20 (670-678) |
| | 9 | Sex and Disabilities | |
| | 11 | Sex in the Later Years | Ch 15 |
| | 16 | Obsenity & Pornography | Ch 21 |
| | 18 | Final Quiz and Closing | |

* Journals Due
** Marriage Contract Due
*** Term Paper Due
**** Quiz

## Course Requirements

1. Attendance: Presence and Participation will provide the continuity that will make this type of course most meaningful. Attendance is required at all sessions. If an absence is unavoidable because of illness, continued readings and entries in the reaction journal are still required. (5% of grade)

2. Active Class Participation: 10% of grade

3. 2 Quizzes: 2/28, 4/18 - 30%, Final: 5/18 - 20%

4. Reaction Journals & Marriage Contract - 15% of grade

A. - Reaction Journal:
Your Journal is a clearly written commentary of your reactions to the information and experiences you received during any previous sessions. (It is not a diary).

**Due**: 2/14, 3/7, 4/6, 4/25

Include reactions to:

1. material presented or discussed in class and your feelings about these issues.

2. readings from texts with self-appraisal or criticisms.

3. other relevant information read or heard from other sources.

4. self-evaluation - perceptions of changes in personal attitudes, values, or awareness.

5. any appropriate discussions with classmates, friends, parents, etc.

6. any other relevant notions, ideas, suggestions, etc.

B. Marriage contract - Due: 4/4

Prepare a short (one page) typewritten statement about your experience developing this contract. Discuss your attitudes about marriage, the important factors you would include in a contract, factors you could not resolve. Be prepared to give a five minute in-class overview outlining your agreement.

5. Term Paper: 20% of grade

Select a controversial sexuality issue. Describe the controversy and related issues in detail. Discuss the supporting and opposing views found in your research. Conclude with a short statement of your position. This paper should not exceed 5 typewritten pages and must include a minimum of 5 references of books or peer-reviewed journals.

Selected Topics: Adolescent Pregnancy, Surrogate Parenting, in-Vitro fertilization, Early Sex Education, rape laws, new sex roles, divorce contracts, alternate life styles, pornography.

If a topic is selected that is not on the above list, it must be approved by the faculty.

Papers are due no later than Mar. 16. Late papers will not be accepted without legitimate and responsible reasons.

**NAME:** ELDON E. RUFF

**AFFILIATION:** Indiana University at South Bend

**ADDRESS:** 1700 Mishawaka Ave.
South Bend, IN 46615

**TELEPHONE:** **(W)** (219) 237-4460
**(H)** (219) 271-0609

# G570 - Human Sexuality
Fall Semester, 1989

Instructor: Eldon E. Ruff Ph.D.
Office: A132
Office Phone: 237-4460
Home Phone: 271-0609
Office Hours: By Appointment

## BULLETIN DESCRIPTION:

This is an introductory graduate level course dealing with all areas of human sexuality that a person might encounter in day to day living. Topics include sexual terminology, the human body, expressing our sexuality, heterosexuality, homosexuality, pornography, sex education, sex offenses, sexual dysfunction, and sex therapy.

## G570 RATIONALE:

The purpose of the course is to help students:

Become comfortable in discussing sexual matters.
Become familiar with sexual terms.
Become more knowledgeable about the sexual functioning of humans.
Become more in touch with their own sexuality.
Become more aware of resources, regarding sexual matters, that are available to individuals.

## OBJECTIVES OF THE COURSE:

The student will be able to define sexual terms.

The student will be able to describe how the body functions sexually.

The student will be able to compare and contrast various forms of sexuality.

The student will be able to list and define sexually transmitted diseases.

The student will be able to define sexual exploitation and victimization.

The student will be able to define pornography.

The student will be able to define intimacy.

The student will be able to demonstrate an understanding of a special topic of interest related to sexuality.

REQUIREMENTS:

TEXT:
Allgeier/Allgeier, (1988). Sexual Interactions. (2nd Ed.), Lexington: D.C. Heath and Company.

| | |
|---|---|
| 40% | Final Exam |
| 50% | Class Project |
| 10% | Class Attendance & Participation |

GRADING:

| | |
|---|---|
| A = 95% | Exceptional knowledge with demonstration outstanding ability to apply knowledge |
| B = 90% | Substantial knowledge and demonstration application of knowledge |
| C = 85% | Adequate knowledge and application of knowledge |
| D = 80% | Deficits in knowledge and application of knowledge |
| F = 75% | Failure to demonstrate minimal course criteria |

Final Exam: A comprehensive final exam covering the entire textbook will be given at the end of the semester.

Class Project: Each student will select a special project of interest to them to study for the semester. The results of the study will be presented to the entire class sometime during the last four class sessions. The presentation will be limited to 30 minutes. It should be a summary of the study and presented in as creative a way as possible. The report of the study to be turned in and can be in a number of forms. It can be in written form following the format and guidelines for a traditional term paper or it can be in some more creative format such as a video tape or slide set or a combination of methods. An outline for your project must be submitted for approval by the fifth class session.

## A Special NOTE:

This course deals with a wide variety of sexual topics. Many of the topics may be controversial because of personal or religious values. The topics will be discussed openly but with no attempt to persuade individuals to accept or reject any particular point of view. Explicit audio-visual materials will be used in many of the classes.

In an attempt to permit individuals to learn more about human sexuality, but not penalize them for their religious beliefs or personal values, any individual may be excused from any particular class session or any class activity without having to explain his or her reasons to the instructor.

## FILM FEE:

A $25.00 FILM FEE WILL BE CHARGED.

## ASSIGNMENTS AND CLASS SCHEDULE:

| | | |
|---|---|---|
| Aug | 31 | Orientation to Human Sexuality, Preface, Ch. 1, 2, 3 |
| Sept. | 7 | Sexual Terminology, Glossary |
| | 14 | Sexual Anatomy and Physiology, Ch. 4, 5, 6 |
| | 21 | Heterosexuality, Ch. 7, 8 |
| | 28 | Homosexuality, Ch. 16 |
| Oct. | 5 | Sexual Exploitation & Victimization Ch. 17, 19, 20, 21 |
| | 12 | Sexual Health & Sexual Dysfunction, Ch. 9, 10, 11, 12, 13, 14, 15, 18 |
| | 19 | OPEN |
| | 26 | Intimacy, Handout, Ch. 22 |
| Nov. | 2 | Sharing Individual Research Reports |
| | 9 | Sharing Individual Research Reports |
| | 16 | Sharing Individual Research Reports |
| | 23 | Thanksgiving |
| | 30 | Sharing Individual Research Reports |
| Dec. | 7 | Final Exam |

Indiana University at South Bend

COURSE OUTLINE

G570 - Human Sexuality

Instructor: Eldon Ruff

Office: Greenlawn 150
Phone 237-4460 or 237-4105 (Secretary)
Home 295-2476

This is an introductory graduate level course dealing with all areas of human sexuality which a person might encounter in day to day living. Topics will include: sexual terminology, the human body, expressing our sexuality, hetrosexuality, homosexuality, pornography, sex education, sex offenses, sexual dysfunction, and sex therapy.

The basic objectives of the course are to help students:

Become more comfortable in discussing sexual matters.
Become familiar with sexual terms.
Become more knowledgeable about the sexual functioning of the human body.
Become more in touch with their own sexuality.
Become more aware of resources, regarding sexual matters, that are available to individuals.

Text: Human Sexuality, Masters, W. H., Johnson, V. E., and Kolodny, R. R., Little Brown & Company, Boston, 1982.

## Course Requirements and Evaluation

This course deals with a wide variety of sexual topics. Many of the topics may be controversial because of personal or religious values. The topics will be discussed openly but with no attempt to persuade individuals to accept or reject any particular point of view. Explicit audio-visual materials will be used in many of the classes which may cause discomfort for some individuals.

In an attempt to permit individuals to learn more about human sexuality, but not penalize them for their religious beliefs or personal values, any individual may be excused from any particular class session or any class activity without having to explain his or her reasons to the instructor.

Grades will be determined solely from a written exam taken entirely from the textbook and from a research report to be prepared in written form and summarized in oral form to other class members at the end of the semester.

Indiana University at South Bend

G570 - Human Sexuality

Class Schedule - Spring Semester 1986

| Date | | Topic | Chapters, Masters & Johnson |
|---|---|---|---|
| January | 16 | Orientation to Human Sexuality | 1, 2 |
| | 23 | Sexual Terminology | 3, 4 |
| | 30 | Sexual Anatomy and Physiology | 5, 6, 7 |
| February | 6 | Heterosexuality | 8,9,10,11,12,13,15 |
| | 13 | Homosexuality | 16, 17 |
| | 20 | Auto-Erotic Practices | 14 |
| | 27 | Open | |
| March | 6 | Pornography | 22 |
| | 13 | Sexual Dysfunction | 18,19,20,21 |
| | 20 | Developing Our Sexual Selves | 17,23,24 |
| | 27 | Sharing Individual Research Reports | |
| April | 3 | Sharing Individual Research Reports | |
| | 10 | Open | |
| | 17 | Open | |
| | 24 | Sharing Individual Research Reports | |
| May | 1 | Final Exam | |

## Film Schedule

1. Grand Opening: The Female Genitals > Terminology & Desensitation
2. Exhibition: The Male Genitals
3. The Female Anatomy > Anatomy and Physiology
4. The Male Anatomy
5. Male and Female Physiology
6. Expressions of Love - Heterosexuality
7. We Are Ourselves - Female Homosexuality
8. Mike and Jon - Male Homosexuality
9. Male Masturbation > Autoeroticism
10. Female Masturbation
11. Active Partners - Physical Disability
12. Treating Vaginismus > Sexual Dysfunction
13. Treating Erectile Problems
14. Sharing Orgasm
15. Massage: The Touch of Love
16. Intimacy

**NAME:** MARIE SARACINO

**AFFILIATION:** Stephen F. Austin State University

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HDFS 222
MARRIAGE AND LOVING RELATIONSHIPS
Spring 1988

**Instructor:** Marie Saracino, Ph.D.

**Office:** Milam 314

**Phone:** 754-4765

**Office hours:** Monday 9:30-11:00 Wednesday 9:30-11:00
**or by appointment

**Text:** Brehm, S.S. (1985). Intimate Relationships. New York: Random House.

**Course Objectives:**

1. To familiarize the student with the current literature on dating, courtship, marriage, and various forms of intimate relationships.
2. To facilitate an understanding of the student's own values and attitude in intimate relationships with others.

**Design:** The course may include discussion, lectures, films, speakers, panels, written assignments and examinations.

**Credit:** The course is grades on a pass/no pass basis. Class seminars are 50 minutes in length. Credit may be obtained by:

1. Completing in-class and out-of-class assignments on due date.
2. Scores on examinations.
3. Short, in-class assignments (worth 50 points) will be given at various times during the quarter. Because these assignments will relate specifically to the day's lecture, they may not be made up. These assignments will not be announced in advance.
4. Optional: Journal abstract = 15 extra-credit points possible. Research article must be from the Journal of Marriage and the Family, Family Relations, or Journal of Social Issues. Topic of article must be related to course content. Article must be approved by instructor no later than May 4. Abstract to be written in APA (American Psychological Association) style. APA guidelines available from instructor. Abstract must be typed, double-spaced and pages stapled together. Abstract and unmarked copy of article due beginning of class on May 27.

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**Exams:**

1. There will be two exams, a mid-term worth 140 points and a final exam worth 120 points. It is mandatory that both exams be taken. Exams will be objective (e.g., multiple choice) and computer graded. Grades will be posted outside Milam 314.

2. Except in extreme cases, exams must be taken at the designated times. Students must contact the instructor before the exam if rescheduling is necessary. Make-up exams will be given at the convenience of the instructor.

3. Total possible points for course = 310 points.
   Points needed to pass (70%) = 217 points

## Schedule

TOPICS: Insofar as possible, the topic outline will be followed as listed. Reading assignments are listed for each topic.

| WEEK OF: | |
|---|---|
| March 28 | Introduction - Intimate Relationships: What They Are<br>Chapter 1 |
| April 4 | Interpersonal Attraction and Dating<br>Chapter 3 |
| April 11 | Love and Romance<br>Chapter 4 |
| April 18 | Sexual Intimacy and Communication<br>Chapters 5 and 6 |
| April 25 | Conflict in and Dissolution of Intimate Relationships<br>Chapter 11 |
| May 2 | Alternative Lifestyles - Same-sex relationships/ heterosexual cohabitation<br>pp. 14-17, 128-134 |
| May 9 | Mid-Term Exam - Monday, Nov. 9<br>(class notes and required readings)<br>Singlehood/Loneliness<br>pp. 18-23, Chapter 12 |
| May 16 | Marriage: Institution and Relationship<br>pp. 10-14 |
| May 23 | Marital Quality and Children<br>readings to be assigned |
| May 27 | Abstracts due (extra-credit) |
| May 30 | No class: Memorial Day Holiday |
| June 1 | Separation and Divorce<br>Chapter 13, pp. 334-345 |
| June 3 | Remarriage<br>readings to be assigned |
| June 7 | **Final Exam 2:00-4:00 p.m.**<br>(class notes and required readings -- non-comprehensive) |

# HDFS 200 HUMAN SEXUALITY
# SPRING 1988

**INSTRUCTOR:** Marie Saracino, Ph.D. **OFFICE:** Milam 314
**PHONE:** 754-4765

**OFFICE HOURS:** Mon. 9:30-11:00 Wed. 9:30-11:00 or by appointment

**TEXT:** Byer, C. O., Shainberg, L. W., & Jones, K. L. (1988) Dimensions of Human Sexuality, 2nd ed., Wm. C. Brown Publishers.

**COURSE OBJECTIVES:**

1. To promote an informed acceptance of one's own sexuality and that of others.
2. To acquire accurate information and knowledge based on known research in the area of human sexuality.
3. To dispel various myths concerning sex and sexual behavior.
4. To understand the effects of sexual variations, disorders, and dysfunctions on personal and familial relationships and on society as a whole.
5. To develop an understanding of sexuality as a powerful human force in relationships, in communication, and in positive self regard
6. To develop skills for making responsible decisions concerning sexuality and self.

**DESIGN:** The course may include discussion, lecture, films, speakers, panels, written recitations, quizzes, examinations.

**CREDIT:** The course is graded on a pass/no pass basis. Class sessions are 80 minutes in length. Credit may be gained by:

1. Completing in-class and out-of-class assignments on due date.
2. Scores on examinations.
3. Mandatory written assignment: 20 points. Course evaluation paper - guideline format will be available. Paper due **May 26**.
4. Optional creative work totalling 15 points. Examples are:
    1) Participation in in-class research project. Study assessing undergraduate attitudes and knowledge about AIDS. Study also looks at personal sexual behavior and utilizes explicit sexual language;

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2) Journal abstract. Research article must be from the Journal of Sex Research dated 1980-1988. *Article must be approved by instructor no later than May 2. Abstract to be written in APA (American Psychological Association) style. APA guidelines available from instructor. Abstract and unmarked copy of article due on **May 24**.

3) Special project approved by instructor no later than May 2. Completed project due on May 24.

**EXAMS:**

1. Three exams will be given during the course. It is **mandatory** that all three exams be taken.

2. Exam I will consist of 127 questions, 1 point per question for a total of 127 points. Exam I will include diagrams of female and male sexual anatomy.

   Exams II and III will consist of 100 questions. 1 point per question for a total of 100 points. Exams will include multiple choice, true/false and matching questions. Exam questions will come from both the lectures and reading assignments. Test scores will be posted in **Milam Auditorium**.

3. Make-up exams will be given only if the student has called the instructor prior to the exam time with a substantial reason for missing the exam. Make-up exams will be given at the convenience of the instructor.

4. Course points total 347 points. Needed to pass 70% of total points = 242 points.

**TOPICS:** Insofar as possible, the topic outline will be followed as listed. REading assignments are listed for each topic.

| | |
|---|---|
| Mar 29 | Introduction to Human Sexuality - Issues, Research, Religious and Cultural Roots. Ch. 1, 2, 3 |
| Mar 31 & Apr 5 | Male Sexual Anatomy and Physiology. Ch. 6. |
| Apr 7 | Female Sexual Anatomy and Physiology. Ch. 5. |
| Apr 12 | Patterns of Sexual Response. Ch. 8. |
| Apr 14 & 19 | Sexuality Over the Lifespan. Ch. 13, 15, 16. |
| Apr 21 | **EXAM** I - Class notes and required readings.<br>Ch. 1, 2, 3, 5, 6, 8, 13, 15, 16. |
| Apr 26 | Conception, Pregnancy and Birth. Ch. 18. |
| Apr 28 | Contraception - How to Prevent Pregnancy. Ch. 17. |
| May 3 | Love and Intimacy. Ch. 4. |
| May 5 | Sexual Fantasy, Masturbation and Pornography. Ch. 9, 20. |
| May 10 | Varieties in Sexual Behavior. Ch. 19. |
| May 12 | **EXAM II** - Class notes and required readings.<br>Ch. 4, 9, 17, 18, 19, 20. |
| May 17 & 19 | Homosexuality and Bisexuality. Ch. 14. |
| May 24 | Sexually Transmitted Diseases. Ch. 7. |
| May 26 | Sexual Assault - Rape. Ch. 21. |
| May 31 | Incest/Child Sexual Abuse. Ch. 19. |
| June 2 | Sexual Dysfunctions. Ch. 11. |
| June 7 | **FINAL EXAM - 8:00-10:00 pm, Milam Auditorium**<br>Class notes and required readings.<br>Ch. 7, 11, 14, 19, 21 |

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# HDFS 543
# HUMAN SEXUALITY
**Winter 1988 - Milm 33, Monday 9:00-12:00**

**Instructor:** Marie Saracino, Ph.D.

**Office:** Milam 314

**Phone:** 754-4765

**Office Hours:** Monday 1:30-2:30
Tuesday 1:30 - 2:30
Thursday 1:30 - 2:30
or by appointment

**Optional text:** Byer, C.O., Shainberg, L.W., & Jones K.L. (1988). Dimensions of Human Sexuality. Dubuque, Iowa: Wm. C. Brown, Publisher.

**Required:** Book of readings to be purchased at Kinko's.
Other readings as announced.

## Course Objectives:

1. To promote an informed acceptance of one's own sexuality and that of others through an examination of what is now understood about human sexual development, response, adequacy and inadequacy.

2. To review various contemporary issues and research concerning sociocultural, ethical, interpersonal, and familial aspects of human sexuality among children, adolescents, and adults.

3. To develop an understanding of the complex interrelationships between sexuality, sexual identity, sex roles, marital and family relationships and associated factors in human development over the life cycle.

4. To enhance the skills of self awareness used in consultation, teaching, and interpersonal relationships based on an understanding of the relevant content of human sexuality as it affects all individuals throughout their lifetime.

## Requirements

1. Regular class **attendance** and **participation** in disucssion.

2. **Research reading** - Collect at least two articles per topic (a total of 10 articles with your critique) from professional journals or books pertaining to the topics of sex roles and sexual relationships among (1) children, (2) adolescents, (3) adult heterosexuals, (4) adult homosexuals, and (5) the aging. Each critique (1-2 typed pages) should include bibliographical data, a description of the research study,

a summary of the findings of salient points, a summary of the study. Submit each article with typed critique on designated dates. Be prepared to share your readings with the class.

Choose your articles from journals dated 1980-1988. Suggested journals for articles: Journal of Sex Research, Journal of Marriage and Family, Journal of Sex Education and Therapy, Journal of Homosexuality, Sex Roles.

3. **Individual Presentation to the Class:**
Choose one of the areas listed in the preceeding paragraph (#2) for in depth study and presentation to the calss. Each presentation should be carefully researched and accompanied with a scholarly annotated bibliography of relevant, current literature. Instructor approval required by January 25.

4. **Final Evaluation.** Open Book Exam - class materials and presentations

HDFS 543/3

## Course Outline

| | |
|---|---|
| Jan. 11 | Introduction to the Course<br>- discussing class procedure<br>- setting goals<br>- beginning to think about sexuality<br>- research on sexual orientation/bisexuality<br>**Assignment:** articles by MacDonald, Jr., Shively, Jones and DeCecco, Zinilc, Blumstein & Schwartz & Paul |
| Jan. 18 | Bisexuality continued. Childhood and Adolescent Sexuality<br>**Assignment:** articles by Green, Thornburg, Sack, Laller, and Hinkle<br>***Journal articles on children & sexuality due.** |
| Jan. 25 & Feb. 1 | Sexuality in Adulthood<br>**Assignment:** articles by Grauerholz, Serpe, Glass, Wright and Dixon<br>***Journal articles on adolescent sexuality due Jan. 25.**<br>***Journal articles on adult heterosexuality due Feb. 1.** |
| Feb. 8 & Feb. 15 | Homosexuality and Lesbianism<br>**Assignment:** articles by Oberstone, Marecek, Linn, Cardell, Caldwell and Peplau<br>***Journal articles on adult homosexuality are due.** |
| Feb. 22 | Sex and Aging<br>**Assignment:** articles by Bulcroft, O'Conner-Roden, Brecher, and Rubenstein<br>***Journal articles on sexuality and aging due.** |
| Feb. 29 | Class Presentations |
| March 7 | Final Evaluation. Open book/open notes. Class material and class presentations. |

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(H)

# EDCO 285: Sexuality Counseling and Therapy
Dr. Kay Frances Schepp

This course is designed for people with backgrounds in health, education, and human services who wish to develop skill in sexuality counseling and therapy.

To be a competent sexuality counselor, it is necessary:

1. to have a thorough knowledge base in human sexuality,
2. to understand one's own attitudes, values, and experience,
3. to possess good general counseling skills, and
4. to be aware of relevant professional issues.

Having attained this background, the counselor/therapist can then develop skill in:

Facilitative Sexuality Counseling

1. Problems Caused by Lack of Information
2. Sexual Concerns of Life Span
3. Sexual Health Counseling
4. Life Style and Partner Choice
5. Problems with Sexual Expression

Remedial Sexuality Counseling

1. Problems with Pregnancy
2. Illness and Disability
3. Atypical Sexual Behavior
4. Child Sexual Abuse/Incest
5. Sexual Assault/Rape

Most of this course is dedicated to expanding the knowledge base, learning recognition/organization patterns, and then practicing intervention strategies.

TEXTS: Schepp, K.F. (1986) Sexuality Counseling: A A Training Program. Accelerated Development.
Kaplan, H.S. (1983) The Evaluation of Sexual Disorders. Brunner/Mazel. (optional).
See resource lists, bibliographies, and topical handouts for further references.

Some courses and seminars on sexuality spend considerable time talking around issues, or with the participants being passive, until the passage of time helps everyone become comfortable. In a two-week intensive course that would be unfortunate. If each person makes an effort to overcome the socialized discomfort in the area of sexuality, the course can be open and relaxed from the beginning.

During the course we will do micro-counseling, role playing, practice history taking and other experimental assignments, and express reactions to explicit A-V material, in order to develop professional skills. A project, due August 24, 1987, will allow each person to develop depth in an area of particular interest.

Grades will not be emphasized in this class; a "B" represents good graduate student performance and an "A" reflects a professional level of work accomplished. Rarely does a person work at a "C" or "F" level, and they are notified as early as possible if that is the case.

Emphasis will be placed on the prevention of problems and on the improvement of sexual expression, as well as on remediation. Counselors find it rewarding to develop this very human area.

## Sexuality Counseling and Therapy
## COURSE OBJECTIVES

1. The participants will assess their level of individual skill in the following areas:
    - A. Necessary background knowledge of sexuality
    - B. Relevant personal attitudes, values and experience
    - C. General counseling and psychotherapy skills
    - D. Professional issues in sexuality counseling

2. The participants will each develop a plan to remedy any needs or deficits identified in Objective 1, including taking additional courses, doing independent study, arranging for personal counseling, or gathering necessary information.

3. The participants will study and practice skills which facilitate the development of healthy, responsible sexuality in clients. The following areas are covered:
    - A. Problems caused by a lack of information
    - B. Sexual concerns of life stages (developmental)
    - C. Sexual health counseling (contraception, STD's, wellness)
    - D. Life style and partner choice (bi-homo-heterosexuality)
    - E. Problems with sexual functioning and expression

4. The participants will study and practice skills which assist in the remediation of sexual problems. The following areas are covered:
    - A. Difficulties with pregnancy, unwanted pregnancy
    - B. Illness/disability and sex
    - C. Atypical sexual behavior (legal and illegal)
    - D. Child sexual abuse (offender and victim)
    - E. Sexual assault/rape (offender and victim)

5. Participants will assess their level of competence in the ten areas of sexuality counseling, set appropriate boundaries for present practice, and develop plans for further expansion of skills.

6. Participants will be exposed to the various roles which facilitate positive social change related to sexuality: educator, trainer, consultant, and involvement in political and social systems.

## SEXUALITY COUNSELING AND THERAPY

Overall Goal of the Course: The attainment of professional level skill in sexuality counseling.

| | SPECIFIC OBJECTIVES | LEARNING METHODS | EVALUATION PROCESS |
|---|---|---|---|
| 1. | The student will attain a mental health practitioners level of knowledge about human sexuality, and awareness of his/her own sexual attitudes and values. | Students will research assigned topics in advanced human sexuality, and lead discussions in class. A modified SAR (Sexual Attitude Reassessment) approach uses films and other explicit material, and personal experience, to examine relevant attitudes and values. | Pre-post tests on knowledge base. Evaluation of class participation for content knowledge and comfort level. Completion of homework assignments which involve out-of-class interviews. Project. |
| 2. | The student will increase his/her level of counseling skill, and knowledge of professional issues related to sexuality. | Role playing, small group micro-counseling, videotaped counseling, class and homework practice. Analysis of ethical dilemmas, study of codes of professional practice, lecture and dialogue on case management, crises and referral. | Pre-post videotape exercise<br>Final<br>Level of skill shown in lab compared to professional practice. |
| 3. | The student will become familiar with the entire field of sexuality counseling, assess his/her competence in each, develop specialized skills in selected areas, and work out a plan for further training. | Lectures. Visiting faculty. Class dialogue. Textbook. Current journal articles. Relevant texts. Focused study, data gathering, and completion of individual project. Checklists. Discussion of films and videotapes. | Final exam. Class participation. Written project. Plan for continuing professional education. Case studies. |
| 4. | The student will be exposed to a political and systems approach to becoming an advocate and consultant for responsible sex education, counseling, and public policy. | Classroom presentations. Current reading. Interviews in the community. Analysis of legislation, regulations, institutional policies. Structured practice in approaching sexuality-related social problems. | Awareness of systems issues and prevention/early intervention in class, in relation to areas of speciality, and in the project. Final exam. |

# SEXUALITY COUNSELING AND THERAPY

## Independent Study Project

The overall purpose of this course is to develop competency in counseling and therapy which has as its focus some aspects of sexual development, attitudes, or behavior. The goal is to assist clients as they integrate sexuality into a comfortable identity and life style.

Because many skills and a broad knowledge base are involved, they cannot all be acquired at one. Practitioners need to make a self-assessment and decide what study/learning experience/practice are needed. Each individual will require a different professional development plan, but all need more time than is allotted for this course. However, a solid foundation can be attained.

The study project allows each person to go into depth in a selected area of sexuality counseling and therapy. The purpose is to gain specialized knowledge about a particular topic, through reading, interviews, surveys, or any form of research and study. This will serve as a model for the individual any time that another selected topic needs further work.

Examples of projects which have been done:

1. Adolescent Males and Reproductive Health Counseling
2. Now He Lays Me Down to Die: Incest and Suicide
3. Sexuality Counseling for the Ostomate
4. Factors Involved in Pregnancy Termination Decisions: Research Results
5. When the Nuptial Knot Unravels: Low Sexual Desire in Marriage
6. A Community Resource Guide for Sex-Related Problems
7. A Sex Counseling Course for Nurses in a Rehabilitation Unit
8. Structured Interviews Regarding Sexuality with a Retirement Home Population
9. A Values Clarification Instrument For Use with Engaged Couples in a Church Setting
10. Group Treatment of Sex Offenders: Comparing Program Philosophies

The goal is learning and confidence regarding the chosen subject. The form of the report, due September 1, 1988, can vary from an outline of an action project to a research paper with footnotes. Participants will be asked to share their topics and plans with the class as they develop.

Kay Frances Schepp, Ed.D.
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## LIBRARY RESEARCH

Using our bibliographies, LUIS, the outline search technolgy, the card catalogue and the periodical search tools, research one of the following areas. Assume that you have clients who need help with:

1. Dyspareunia
2. Is a bisexual person really homosexual?
3. Treatment of ejaculation problems
4. Merits of a vasectomy vs a tubal ligation for a couple
5. Postabortion mental health problems
6. Heterosexual transmission of AIDS
7. Prostitution as a life-style
8. Adolescent incest victims - crisis intervention
9. Alcohol and sex offenders
10. Midlife sexual problems

Jot down a few notes about concepts which could be useful in practice. We will have brief reports in the seminar room on the process of research in sex counseling and therapy.

KFS
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## BOOKS AVAILABLE AT BAILEY-HOWE LIBRARY

### Sexuality Counseling and Therapy

Human Sexuality - Geer, Leitenberg, and Herman

Treatment Intervention in Human Sexuality - Nadelson and Marcotte

The New Sex Therapy - Kaplan, H.

Sexual Turning Points - Sarrell, P. and Sarrell, L.

Male Sexuality - Zilbergeld, B.

The Male Couple - McWhirter, D.

The Sexual Aggressor - Greer and Stuart

Love, Sex, and Aging - Brecher

Handbook of Clinical Intervention in Child Sexual Abuse - Sgroi

Victims of Sexual Aggression - Stuart, I.

Sexuality and Physical Disability - Bullard and Knight

Women Discover Orgasm - Barchach, L.

Evaluation of Sexual Disorders - Kaplan, H.

Handbook on Human Sexuality - Wohman and Money

Disorders of Sexual Desire - Kaplan, H.S.

Abortion and the Politics of Motherhood - Luker. K.

Human Sexuality in Two Perspectives - Beach, F.

Sex in World Religion - Parrinder, E.

Becoming A Sexual Person - Francour, R.

Human Sexual Inadequacy - Masters, W. and Johnson. V.

Child Sexual Abuse: New Therapy Research - Finkelhor, D.

Prevention of Sexual Disorders - Vermont Conference on the Primary
Prevention of Psychopathology

Human Sexuality: Contemporary Controversies - Feldman and Panrot.

Sexual Dilemmas - Edelwich and Brodsky

The University of Vermont

COUNSELING & TESTING CENTER
146 SOUTH WILLIAMS STREET
BURLINGTON, VERMONT 05401-3492

## Guidelines for Sexual Safety/Sexual Assault Programs:

Suggested videotape: "Can't You See Me?"

Purpose: The tape focuses the group on acquaintance rape in a college setting, and also imparts good information. A straight discussion group is fine, but tends to skip from debates about statistics, to criticism of the legal system, to the pros and cons of escort services and self defense. The use of the taped program accomplishes a more in-depth focus in a shorter time.

Preparation:
1. Communicate with the arranger about place, date, time, approximate numbers.
2. Ask the arranger to be sure that a VHS videocassette playback is available.
3. Run off a sufficient number of handouts on our Xerox machine.
4. Arrive a little early to set up, get chairs in a semicircle, etc.

### I. Introduction:

Prepare a few remarks about why this subject is important to you. If the group is under 20 or so, you can ask for first names and any comment, issue or question that brings them there.

Explain that a great deal of confusion exists about "When Sex Becomes a Crime." See handout 1; you can paraphrase it or distribute it. Add the statistics in reprint 2, about college men and forced intercourse, noting that the percentages vary widely depending on the men's background. In some cultures, even competitive ones like Japan, rape is almost unknown; here in the US, groups of men vary widely depending on their sex role socialization. Women also vary greatly in their behavior around sexuality and men. Mixed messages certainly occur, but it never means that force is justified or the victim should be blamed.

### II. Vermont Statute: Handout 3

Accurate knowledge (especially in a university) is the basis of responsible behavior. Distribute copies of the law, perhaps highlighting:

A. Types of sexual activity covered
B. The simple definition of consent
C. The issue that a drunken or drugged person is not a legal sex partner
D. The "construction" phrase on page two, which gives the clear intent of our elected representatives in the Legislature. Note that the law says physical acts are not to be stressed, but rather the concept of violation. Keep the discussion brief at this point in the workshop.

III. "Can't You See Me?" Show the 20 minute videotape. Discuss. Some of the first remarks may be critical of the program. Acknowledge that it isn't perfect, but what about the issues covered? Draw out a variety of people; ask them to respond to one another: "Does anyone else have any idea about that?"

Three types of questions/comments are typical:

1. Information-fact questions. Answer the ones you know and suggest resources for those you do not (see bibliography) Handout 4.
We will have a folder of information here too.

2. Personal or friend's experiences. These could be asking "Was is date rape?" or "What should I have done?" Be careful of exposing the person too much in the group, be supportive, and offer more individualized discussion afterwards. You may select a general aspect to discuss with the group.

3. Attitude-implied comments. These can be volunteered anytime and need to be addressed at different levels. Often there is no absolute answer and varied perceptions are valid. Clarify any fact aspect, and then, help the group discuss (not argue) the underlying attitudes.

Example A: "If people are drinking, how is a guy to know when a woman wants to party?"
Fact answer: "The law specifically states that sexual assault occurs if a person is too drunk or drugged to give consent by word or actions."
Attitude response: "However, you raise the very important issue of party behavior. Do some people give and get mixed messages? What about UVM party signals?" Then reflect, facilitate, and summarize the points of view expressed.

Example B: "If a person was-uh-like had that happen, what good is talking about it? Might as well forget it and get over it."
Fact answer: "Actually the research shows that long after bruises heal and any possible pregnancy or STD is treated, the emotional scars can remain. Figley's analysis of dozens of post-trauma research studies show that the most consistently devastating negative experiences are Vietnam veterans syndrome and sexual abuse /assault. The evidence seems to be that denying the impact doesn't always make it go away."
Attitude response: "However, the question of counseling for painful issues is a broader one. What do other people think?" Can encourage discussion and add some information on regaining trust in self-others, self esteem, sexuality, questions of self-blame.

Example C: "Even the police find that women change their story, and its her word against his."
Fact answer: "The number of investigations, arrests, and convictions are rising rapidly as police are trained and people become more aware. Burlington now has a six-person sex crimes unit, and the State Health Department finds that Burlington has as many reported rapes per capita as New York City."
Attitude response: "But you raise the issue of how men and women see sex according to their own filters. Guys have heard that they should "get laid," "grab all the gusto," and that a woman who is projecting sex appeal wants sex. What messages do women get, and give about sex?"

Facilitate, summarize. "But pressure or force to get sex is never justified. For some men this seems a change in the rules. Actually the serious negative effects on both victims and offenders have caused this growing sense of outrage."

IV. Conclusion:
Bring up the idea of positive sex, not just intercourse, but sensual, erotic, pleasurable attitudes, with or without active sexual expression.
Recommend some reading; suggest that people take this part of their personal growth seriously. And take care of yourself because this is a stressful topic to work in.

Kay Frances Schepp, Ed.D.
Certified Sex Therapist

Recommended by Schepp

*A Conversation With Brian McNaught: On Being Gay.* TRB Productions, P.O. Box 2362, Boston, MA 02107, 1986. 80 Minute Video, Beta or VHS Format, $39.95 plus $3.00 postage and handling.

Enlightening and outstanding are a few of the words that describe *On Being Gay.* This two-part video is the finest form of educational media on homosexuality to date. With honesty, compassion and sensitivity, Brian McNaught captivates the viewer as he explores numerous issues related to homosexuality and our society.

As part of an introduction, viewers are taken on a guided fantasy. The fantasy encourages viewers to explore and experience what it would be like growing up as a heterosexual where only one sexual orientation, homosexuality, is accepted. This exercise is highly successful as viewers identify the range of feelings one can experience growing up gay in our predominantly heterosexual society.

Misconceptions related to homosexuality are the focus of Part One. As an outspoken, extensively qualified advocate for gay rights, McNaught enlightens viewers as each misconception is debunked. While the misconceptions are not new, his style of combining current research and personal insight will hold the attention and interest of even the most experienced human sexuality scholars.

In Part Two we discover Brian McNaught the individual. We share in his struggles as we learn about significant events in his life relative to his sexuality. We learn about his high school and college years, where Brian seldom felt comfortable with women and was always attracted to men. We learn about his experience in the monastery, suicide attempt, hunger strike while working for a church supported newspaper who eventually terminated his employment, and about the coming-out process.

A unique feature of the program addresses anti-homosexual passages that are found in the Bible. Critically analyzed are five passages from both the Old and New Testaments, in an attempt to replace limited interpretations with more timely and relevant thinking.

The encouragement provided to individuals who may be dealing with the same issues Brian dealt with is a major strength of this program. The impression one is left with is that coming out today is easier than it was 12 years ago due to the prevalence of support groups and civil rights endeavors.

Regardless of one's sexual orientation, the message of this program is evident. Like yourself and love yourself as you grow to your fullest potential. Everyone viewing this program will be touched in some way. Those struggling with their sexuality may find courage and strength in Brian's words. Others will find continued support for who they are and who they wish to be. (Adults, Special Groups, Professionals)

Daniel Klein, Ph.D.
Associate Professor
Northern Illinois University
DeKalb, IL

*Taking a Sexual History,* Marian Glasgow, LICSW, Sun-Rose Associates, 18 Cogswell Avenue, Cambridge, MA, 02140. Videotape (¾" U-matic, ½" VHS, or ½" Beta), Color, 18 min. Preview ($40.00) or purchase ($250.00). Includes study guide "Talking About Sex" (8 pages).

*Taking a Sexual History* is a brief videotape program on the *Glasgow Short Form Assessment Of Sexual Health* (GSF). An eight page pamphlet entitled "Talking About Sex" includes the GSF. In this film, Glasgow addresses a small audience on the rationale and questionnaire items of the GSF. The film also includes a brief segment with a urologist and a question and answer period between Glasgow and her audience.

The GSF is a four-part, 13-item questionnaire which is intended for use by hospital professional staff (viz., physicians, nurses, social workers, and other health professionals), for interviewing medical inpatients. Simply, there are two direct questions for males regarding erection and ejaculation problems, and two questions for females regarding problems with orgasm and vaginal penetration. In addition there are three general items for "males and females," and there are six items for clarification of sexual problems and issues.

The rationales of Glasgow's film and pamphlet are important to health care providers: sexuality is a normal part of total human functioning and can be affected by a variety of physical factors and problems. Physically ill patients may have questions and concerns about their sexual functioning, and many such patients want to discuss sexual issues with health professionals. Health professionals should not make assumptions about a patient's sexuality based on appearance, age, illness, and/or other tangential factors. Sexuality discussions can be routinized and not traumatic for either patient or clinician.

**Abortion: Stories from the North and South.** Produced and written by Gail Singer; from the National Film Board of Canada, 1984. Available from the Cinema Guild, West Glen Films, 1430 Broadway, New York, N.Y. 10018. 1/2 inch videocassette, 55 minutes, color. Purchase and preview prices not available.

Did you know that you could be imprisoned (along with your kids) for having a backstreet abortion in Peru? Or that you could have a massage abortion in Thailand? Of course, if the massage abortion is unsuccessful you can go to a modern center for a vacuum aspiration. *Abortion: Stories From the North and South* reveals the current worldwide status of abortion. The accessibility (and inaccessibility) of abortion in Ireland, Columbia, Japan, Canada, Peru, and Thailand is described in this video.

The historical view of population control is excellent and describes herbal abortions, continuous breastfeeding, and infanticide. The influence of religion and politics on abortion is also discussed. In many countries the controversy has led to illegalization which contributes to the increasing number of dangerous backstreet abortions. Film clips of an unfortunate victim show her entering a hospital emergency room, then the operating room, and ends at her funeral. Unnecessary suffering and deaths are, unfortunately, a common occurrence when backstreet abortions are a woman's only option.

The technical quality of this video is superior; the visual representations and editing are original and professional. The length of the video (55 minutes) may seem long; however, I was intrigued by the information and the realization that all women do not share the right to a safe abortion. (Adults, Special Groups, Professionals)

Mary Elesha-Adams, R.N., M.S.N.
Health Educator, Student Health Service
East Carolina University
Greenville, NC 27858

Too Little, Too Late: A Program about Families of AIDS Patients. Produced by Micki Dickoff, Fanlight Productions, 47 Halifax Street, Boston, MA 02130. 1987. 48 minute videotape, color. $400 purchase; $75/day or $150/week rental. 3/4" U-Matic,, 1/2" VHS, Beta 1, Beta II.

For every patient with AIDS, ARC, or positive HIV antibody testing, there are a number of deeply affected family members and close friends. Therefore educators, counselors and therapists are likely to work with more concerned relatives, lovers and friends than with actual patients, unless they are specialists. *Too Little, Too Late* is a realistic, excellent overview of the lonely pain felt by everyone involved.

Brief family vignettes, home movies and photo albums show the contrast between normal family life and the devastation of AIDS. Family members speak: "A grandmother feels it twice," once for her child and again for the dying grandchild. While most of the victims are young men, the situations of a child and a woman are also followed. A father speaks with difficulty of how much his son's last words meant to him.

The symptoms of the disease are clearly evident through realistic filming and honest family reactions. Homosexuality, coming out, and family support or rejection are dealt with through the experience of patients and their family members. Issues of grieving, with family and friends being willing to face when to let go and acknowledge to the patient that it is all right to stop fighting, are expressed as only real people can.

The efforts of a volunteer mother, Barbara, are highlighted and shown to make an enormous difference to many people. Her parenting of abandoned sons, and upbeat art class, demonstrate what one person can do. Strong, loyal lovers are interviewed, who stay with their partners and go on to help others, even while not knowing what their own health future will be. The program concludes with a moving support group for mothers (MAP), which speaks for itself.

Clearly this videotape is useful for many professionals and agencies to own. One use is to educate the public, which can probably identify with families who are losing their child and young adult members, and in the process modify stereotypes about AIDS patients. The program is also helpful to show or loan to individuals who may be hiding the nature of the illness and living in an agony of isolation. Finally, *Too Little, Too Late* is an excellent training program for professionals; even the title encourages us to get involved by illustrating the broad, human dimensions. (Professionals, Adults, Older Adolescents, with support)

Kay Frances Schepp, Ed.D.
Counseling and Testing Center
The University of Vermont
Burlington, VT

**Together Alone/ Produced by Jan Sedaka Associates and the University of Pittsburgh, Distributed by Perennial Education, Inc., 930 Pitner Avenue, Evanston, Illinois, 1984. 30 minutes. 16mm Film, $425; Video, $382; Rental, $45.**

*Together Alone* is about the month to month, year to year emotional strain of infertility. The programmed sex, the endless waiting, the medical testing, the frustration, anger and grief, and above all the tediousness of infertility are conveyed. Three infertile, yet very different couples give a fair representation of the types of infertility. One couple shares both a male and a female problem, one is early in the medical work-up searching for clues, and one couple experiences bewildering secondary infertility, unable to conceive a second child.

Although there are occasional disclosures by men, it is primarily the women who express their feelings in detail and with candor. Unfortunately the viewer does not see or hear from sad men—a fact that is constantly encountered in the real world of infertile couples.

The traditional portrayal of male and female roles is unrealistic and serves to perpetuate sex role stereotypes. None of the women in the film were employed or had apparent careers—they were shown drinking coffee, cooking, shopping and making all the doctor's appointments. Also, the amount of cigarette smoking may make some viewers angry. Any health professional would object to the amount of on-camera smoking, and many infertile viewers might question the health consciousness of the film makers.

Despite these drawbacks the film is a welcome addition to the meager infertility resources currently available. Recommended audiences advertised by the film producer are infertility support groups and medical professionals. Due to the increase in couples seeking infertility counseling, human service professionals and general audiences could also benefit from this film. *Together Alone* should be facilitated by a skilled leader who can build on the emotional tone and not be afraid of it, nor minimize it. The feelings expressed are raw, real and honest. (Professionals, Adults, Special Groups)

Susan Donnis, R.N., M.A.
Director of Counseling Services
Planned Parenthood of Northern New England;
Co-Founder, Vermont RESOLVE
Burlington, VT

## COMPUTER ASSISTED RESOURCES

**Compuserve "Human Sexuality": Go HSX at the Prompt!**

CompuServe Information Service, 5000 Arlington Centre Boulevard, Columbus, Ohio 43220. Starter kits available in local computer stores, $39.95. Costs: $6.00 per connect hour at 300 baud (6PM–5AM weekends), plus TYMNET or Telenet access charges where necessary. Monthly publication, Online Today, included in membership.

CompuServe is a large, well known, on-line information service, with several areas of interest to JSET readers among its hundreds of topics and services. Authors Howard and Martha Lewis offer "discussion, information and advice on a wide variety of issues related to sex," through the following areas listed on the main menu:

```
 1 Special Features
 2 On-Line Transcripts
 3 Answering Your Questions
 4 Letters • • • Personals
 5 •• HSX Support Groups (SIG)••
 6 Forum: Your Relationships
 7 Interactive Programs
 8 Welcome to HUMAN SEXUALITY
 9 INDEX: Find Your Subject
10 Hotline: YOUR Messages
```

Professional readers will wonder, "Is this just journalism or a kind of popular/media approach to sex?" It would be best to log on and key into number 8 above (borrow a friend's account if necessary), and make one's own judgements before referring clients or students.

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Accelerated Development Inc.
Publishers
3400 Kilgore Avenue
Muncie, Indiana 47304

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  4. Life Style/Orientation
  5. Sexual Expression and Dysfunction Counseling
- CH 6. Remedial Counseling
  1. Problems with Pregnancy
  2. Sexuality During Illness and Disability
  3. Atypical Sexual Behavior
  4. Child Sexual Abuse/Incest
  5. Sexual Assault Counseling

SECTION III. INTEGRATION SKILLS

- CH 7. Practice in Assessment and Treatment
  - Case 1. Sorting Out the Issues
  - Case 2. More Than the Counselor Expected
- CH 8. Improving the System

Appendices

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## SEXUALITY COUNSELING
## A TRAINING PROGRAM

**KAY FRANCES SCHEPP**

A lively guide to the knowledge, attitudes, and skills required for helping with the broad spectrum of sex-related concerns. The book advocates ethical, active treatment of sexual problems by counselors and other human service professionals.

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Dr. Schepp is a counselor educator at the University of Vermont, a licensed psychologist, and an AASECT certified Sex Educator and Sex Therapist. Graduate students and professionals whom she has trained through internships, courses and workshops for twenty years report that sexuality counseling is helpful with at least half of their clients. Sex counseling is satisfying to learn because skills develop rapidly when seen in an integrated manner, and then clients benefit in measurable ways.

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**AFFILIATION:** Planned Parenthood of Northern Nevada

-and-

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Educational Psychology
Reno, NV 89557

**TELEPHONE:** (W) ______

(H) ______

Dept. of Couns. & Educ. Psych.
U of NV
Reno, NV 89557

ceaplan

# CAPS 490/690
# WORKSHOP IN COUNSELING AND GUIDANCE: SEX EDUCATION I

THURSDAYS
4:00 - 7:30
JAN. 5. 12. 19. FEB. 2. 1989

INSTRUCTOR : Kathy Schwerin. M.A., Education Director
Planned Parenthood of Northern Nevada

TEXT: Packet of articles, pamphlets.

COURSE OBJECTIVE: At the end of this course, participants should have the ability to discuss the topics included in a sexuality education course with some comfort, providing basic facts, and responding to questions in these areas directly or by referring to resources. They should also be able to discuss community issues related to sex education.

COURSE ACTIVITIES:

In Class: Topics shall be covered using expert guest speakers, lecture, group activities, discussion, videotapes, and other materials.

On Own: Everyone:
Review the packet thoroughly enough to be able to use the materials easily for reference.

For490 credit, do one of the following;
for690 credit, do two of the following
(may pick one option twice):

1) View a related videotape and write a summary, your impressions, possible audience, and 3 discussion questions you could use with that audience;
2) Do research on a related topic of interest to you, and write a 2-3 page report;
3) Develop a lesson plan on a relevant subject for a specific grade level;
4) Write a report of experiences relevant to this course with comments on how you handled (or wished you had handled) the situations.
5) Design your own project, by arrangement with instructor.

CREDIT/GRADE: Credit and grades will be based on attendance and participation in all 4 sessions as well as quality of projects submitted. A project on same topic as missed class may be substituted for one class session, if absolutely necessary.

# CAPS 490/690: Workshop in Guidance and Counseling: Sex Education I

## CLASS SCHEDULE

I. January 5--Introduction to Sexuality Education

- Introductions
- Pre-test of knowledge
- Anatomy Exercise
- Vocabulary of Human Sexuality
- Values Exercise
- Self Concept and Self Esteem/Decision Making

II. January 12--Issues in Teen Sexuality

- Teenage Sexuality and Pregnancy in Washoe County, Nevada, U.S. and World
- Pregnancy Prevention--Teaching Abstinence/Birth Control
- Dealing with Teen Pregnancy and Mothers
- Date Rape

III. January 19--Special Issues

- AIDS update
  - Guest Speaker--Sandra Zieglar, NV State AIDS Coordinator
- STD's (Sexually Transmitted Diseases)
- Homosexuality: Facts, role models, resources
  - Guest Speaker--Marty Casmero, Metropolitan Comm Church

IV. February 2--Sex Education in the Schools

- Community and School Responses to Sex Education Needs of Students--a Panel of Experts
- Carson City Curriculum and Resources
- Community Resources/Making Referrals
- Practice Answering Difficult Questions
- Post-test
- Wrap-up

'pack.ced"

## PACKET CONTENTS
CAPS 490/690--Sex Education I
Winter, 1989

INTRODUCTION
PPNN Resources for Youth Serving Agencies
  "     "     " Parents and Young People
  " Video Library Catalogue
  " Facts-of-Life Line Cards and Rolodex Card
*Raising Sexually Healthy Children
*PPFA Fact Sheet: Sexuality Education
*Male and Female Reproductive System

TEENS AND SEXUALITY
It's OK to Say No Way
Ten Ridiculous Ideas That Will Make a Father Out of You
Am I Parent Material?
Facts about Methods of Contraception
Finding Romance at the End of the Eighties
What Teens Want to Know But Are Afraid to Ask
Problem Pregnancy Alternatives
Date Rape
*Scorecard for Predicting Success of Teenage Marriage
*Fact Sheet: Teenage Pregnancy
*Rearing Sons in a Sexually Permissive Society
*Teenage Pregnancy: a Problem Nationally and in Nevada
*Nevada Joins Illinois in Appeal of Teen Abortion Ruling

SPECIAL ISSUES
AIDS pamphlet
STD pamphlet
How to Talk to Your Partner About Herpes
*Dear Anita: Late Night Thoughts of an Irish Catholic Homosexual
*25 Q & A about Homosexuality
*P-FLAG
*Referral List
*Dear Abby: Facts about Gays

SEX ED AND THE SCHOOLS AND COMMUNITY
Human Sexuality: What Children Should Know and When
*AB552 Nevada Sex Education Law
*Answering Questions About Sex
*Teaching About Contraception, etc.
*What is a Referral

*xeroxed article

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# SYLLABUS FOR HUMAN SEXUALITY
Summer, 1987

Dr. Valerie T. Stein, Director
Graduate Programs in Counseling
St. Francis College
2701 Spring Street
Fort Wayne, IN 46808
219/432-3551 (Work) or 436-1188 (Home)

## OFFICE HOURS
By appointment only.

## REQUIRED TEXTBOOKS
1. Master, W. H., Johnson, V. E., & Kolodny, R. C. (1985). Human Sexuality, Second Edition, Boston: Little, Brown & Company.
2. Kaplan, H. S. (1975). The Illustrated Manual of Sex Therapy, New York: Quadrangle/The New York Times Book Company. (ON RESERVE IN THE LIBRARY SINCE IT IS OUT OF PRINT)
3. Two binders of articles and handouts are available on reserve in the library. It is expected that students will read these articles and make copies of whatever they want to keep. Please do not remove anything from the binders, even if you find it offensive.

***** Also, if you find particularly good articles in your reading, please make a copy and add them to the binders.

It is the student's responsibility to read this syllabus and complete assignments on time. Attendance at all class sessions is required. Since you know in advance the dates of class you should schedule vacations and other activities on days the class does not meet. Class will begin exactly on time. Expect to stay the full length of time scheduled for each class. It is your responsibility to read the assignments before the date they are due. Pop quizzes will be given without notice.

## OBJECTIVES AND GOALS OF THE COURSE

Basic goals of general courses on human sexuality include:
1. enhancing knowledge,
2. engendering comfort, and
3. allowing choice.

Accurate information about human sexuality is important not only for your personal life, but also for educating your clients about sexuality and helping them with sexual dysfunctions. Therefore, THIS COURSE WILL ATTEMPT TO ANSWER ANY QUESTION ABOUT HUMAN SEXUALITY THAT YOU HAVE.

Therefore, this course will provide information about the following perspectives on human sexuality:
1. Biological
2. Psychosocial
3. Behavioral
4. Clinical
5. Cultural

In addition, this course will help desensitize you to sexual topics and terminology. It is designed to assist you to become comfortable discussing sexuality. Both clinical terminology and slang terms will be used. Clients often are unfamiliar with accurate, clinical terms for body parts and activities, so it is necessary for you to become familiar and comfortable with typical slang terminology. It would be quite destructive for your clients if you over-react with horror or outrage at their language, much less their thoughts and behaviors. Therefore, it is better for you to be shocked now, in the safe environment of the classroom, than with your first client.

Discussions about sexuality can provoke feelings of insecurity, embarrassment, guilt, or shock in some students in ways that are often unpredictable. A seemingly off-hand remark, an attempt at humor, or a statement of opinion may have far greater emotional impact than might be anticipated by either the speaker or the listener. Therefore, if you find that you become upset by something you learn from the textbook, statements made by fellow students or the instructor, bring it up in class (if you feel comfortable doing so and if it is appropriate) or make an appointment to discuss it privately with Dr. Stein.

This class is also designed to increase your tolerance for other people; their values, their ideas, their fears, their behaviors, etc. It will do this by presenting you with facts concerning the wide range of activities human beings engage in to find sexual fulfillment. This does not mean that you have to be accepting of every sexual behavior human beings engage in (e.g. rape, incest, anal intercourse), but it does mean that it is not appropriate for you to judge the individuals. It is necessary for counselors to separate the behaviors from the person who pursues them. Research has shown that counselors need to be non-judgmental and accepting of the PERSON in order to assist them grow. This does not mean that you have to be accepting of all their behaviors.

## ETHICS

The ethical standards of our profession state that counselors do not have the right to impose their values on clients. The area of sexuality is one in which most people, including counselors, hold very strong opinions. It takes constant self-monitoring and consultation with supervisors to ensure that you do not inadvertently impose your sexual values on your clients. Your role, as a counselor, is to assist clients to discover their own values; not to convince them that your values or your personal religion's values, are the only "right" ones. This is true in all areas regarding values, but is especially important in the area of sexuality.

All students must adhere to the ethical code of conduct of the counseling profession. Copies of the Ethical Code can be obtained from the instructor. Cheating will result in a grade of "F" for the course and the student caught cheating will not be permitted to register for courses at Saint Francis College again.

## CLASS DISCUSSIONS

Class discussions encourage students to become active participants in class. Students can voice their own opinions, challenge the views of other students and of the instructor, ask questions, share knowledge, and "let off steam." Discussions help the instructor develop a sense of how students are internalizing the subject matter. They also help students discover a peer support

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network, a forum for informal debate, and a sense of shared intellectual closeness.

But class is not group therapy and inappropriate self-disclosure may be destructive to the individual and harmful to the class. Therefore, please do not self-disclose your own prior sexual activities to the class. It is fine to discuss your values, your attitudes, your beliefs, and in general terms to discuss sexual activity. But please do not share intimate details of your sexual life.

Since people taking this class are counseling students, it is expected that you will take the opportunity class presents to practice your counseling skills. This includes: Active listening, paraphrasing, empathy, warmth, appropriate self-disclosure, using "I" statements instead of "you" statements, and making statements instead of asking questions (e.g. "Don't you think that everyone should . . .), etc.

## MOVIES AND VIDEOTAPES

A large number of audiovisual products are available on the subject of sexuality to supplement lectures and assigned readings in important ways. Some of these explicit films may have a striking impact on students because the films personalize a theme. Films can document the wonders of biologic processes (e.g. conception) in ways a textbook cannot hope to match. Many other films are useful because they can simultaneously disseminate information, hold students' interest, and serve as a potent stimulus for class discussions, as well as desensitize students to sexual material.

It is not uncommon for sexually explicit films, even the training films we will be viewing, to arouse unexpected reactions in people, e.g. anxiety, faintness, dizziness, nausea. For instance, students who find themselves getting sexually aroused while viewing a movie that depicts something contrary to their value system may experience anxiety. Films can pack a gut-level wallop if they strike too close to home (e.g. watching a film about rape when you are a rape victim yourself). These are fairly normal reactions to confronting anxiety-provoking situations. Often people are not consciously aware of their own conflicts (it's called "repression" or "denial"). The films can surface such conflicts and bring about these reactions. Such over-reactions to the films merely mean you have some unresolved feelings about that particular topic and may need some personal counseling. Brief reactions can be talked through with Dr. Stein; she will refer you to a counselor in the community if severe reactions occur.

Because the instructor cannot talk individually to each student to assess his or her reaction to the films and because some students (particularly the anxious students) may be reticent to talk during group discussions, these anxieties may go undetected or may magnify over time. Therefore, students are must take the responsibility to discuss their concerns privately with the instructor outside of class time. It is the student's responsibility to contact the instructor to arrange an appropriate meeting time.

Viewing the films is a class requirement. No one will be excused from viewing the films. Some of the films are very explicit. People who anticipate finding the films offensive should not take this class. Students who find a particular film offensive or who find they are getting faint or nauseous may either look at the floor or leave the room for the rest of that film. They should re-enter the classroom as soon as the film has finished running and participate in the class discussion. Self-disclosure of your reactions during class is not necessary, although desirable. Discussion with Dr. Stein immediately after class is required should this occur. You may not simply get up and walk out of class without giving an explanation.

## CONTROVERSY SURROUNDS MANY BASIC ISSUES

The various professional disciplines that each contribute to sexology (sociology, psychology, physiology, and anthropology) are not always in agreement in reaching conclusions about the meaning or validity of research data. For example: What are the most important factors in gender identity formation? Is transsexual surgery helpful or not? These legitimate differences may be confusing. Please keep in mind that all opinions are just one perspective on complicated issues. "Truth" is often hard to come by, especially in the area of sexuality. Please keep in mind that here are reasonable, intelligent and moral people on both sides of each controversy.

(Some of the above material was taken from the instructor's manual of Masters, Johnson, & Kolodny, 1985.)

## CLASS SCHEDULE

Class meets Mondays and Wednesdays from 5:00pm to 8:15pm. The Saturday sessions will be from 9:00am to 4:00pm with a break for lunch.

| | | |
|---|---|---|
| June 29 | Monday | Introduction<br>Sexual knowledge pretest |
| July 1 | Wednesday | Have read Masters and Johnson, Chapters 1-4 |
| July 6 | Monday | Have read Masters and Johnson, Chapters 5-7 |
| July 8 | Wednesday | Have read Masters and Johnson, Chapters 8-10 |
| July 11 | Saturday | Films<br>Have read Masters and Johnson, Chapters 11-12 |
| July 13 | Monday | Have read Masters and Johnson, Chapters 13-15<br>* Mid-term exam |
| July 15 | Wednesday | Have read Masters and Johnson, Chapters 16-17 |
| July 20 | Monday | Have read Masters and Johnson, Chapters 18 and 21 |
| July 22 | Wednesday | Have read Masters and Johnson, Chapters 22-24 |
| July 25 | Saturday | Films<br>Have read Masters and Johnson, Chapter 19<br>Have read Kaplan, Chapters 1-4 |
| July 27 | Monday | Have read Masters and Johnson, Chapter 20<br>Have read Kaplan, Chapters 5-8<br>Turn in reports on visits |
| July 29 | Wednesday | Have read Kaplan, Chapters 9-11<br>* Final exam |

## GRADING, ASSIGNMENTS, TESTS

Grades will be based upon the following: Mid-term exam, final exam, class participation, class attendance (missing classes will lower your grade), and pop quizzes. In addition there will be assignments given to everyone to visit various places in the community. Reports of these visits are to be turned in on July 27, 1987.

## Why Study Human Sexuality?

Various textbooks on human sexuality list the following as reasons to study human sexuality:

1. Greenbery, Bruess, and Sands, (1986), Sexuality: Insights and Issues give these reasons (p. 8):
    - A. To acquire a sound foundation of sexual knowledge to dispel sexual myths, superstitions and misunderstandings.
    - B. To clarify personal sexual attitudes and values. Coming face to face with our attitudes we discover that sexual expression is a matter of personal beliefs, values and decisions, not of external factors.
    - C. To improve your sexual decision making, whether that decision involves forming an opinion or taking an action. Experience alone does not necessarily bring wisdom or information or skill to sexual decision making.
    - D. To understand the direct relationship between an understanding of human sexuality and personal well-being. Not having accurate sex information leads to anxiety. We would be more at ease if we could find answers to our sexual questions easily and discuss our sexual concerns freely and openly.

2. Jones, Shainberg, and Byer (1985), Dimensions of Human Sexuality give these reasons:
    - A. To obtain factual knowledge. Human sexuality is an academic discipline with a large body of factual, measurable information. This information can expand our perspective on sexuality beyond the limited confines of our own experiences to include other times, places, and cultures. We can then see that the way people are culturally "supposed to be" is not always the way they are.
    - B. To develop a positive sexual self-concept, which is part of our total self-concept.
    - C. To clarify sexual values and ethics. It is not the role of a human sexuality class to lay down specific guidelines for behavior. Sexual ethics are a highly personal matter.
    - D. To improve communication between people. Since communication is often hindered by an inadequate vocabulary, one way in which a human sexuality course can improve sexual communication is by helping us to know and feel comfortable with the proper terminology for various aspects of sexuality. It is also helpful to become familiar with many different sexual terms (e.g. slang) to reduce the anxiety they may cause.
    - E. To maximize sexual pleasure.
        1. By understanding our own sexual responses and needs as well as those of our partners.
        2. By overcoming the inhibitions that block sexual pleasure.
        3. By helping us communicate our needs and preferences.
        4. By relieving some of our anxieties about the normality of certain sexual activities we may want to try.
    - F. To recognize destructive elements in relationships, e.g. exploitation, excessive dependency, jealousy, incest, and sexual harassment.
    - G. To manage personal fertility.
    - H. To prevent, recognize, and deal with sexually transmitted diseases.
    - I. To understand and cope with problems in sexual response.
    - J. To critically evaluate sexual research.

# SEXUALITY QUESTIONS ASKED BY COLLEGE STUDENTS

Dr. Valerie T. Stein

1. How many times can a woman have an orgasm?
2. What can a woman do to herself during masturbation? A man?
3. When a woman masturbates a man what does she do?
4. Why does it hurt a woman the first time she has sexual intercourse?
5. What is the "69" position?
6. I don't understand bondage. Please elaborate.
7. Could you discuss oral sex? Is this a common prelude to intercourse? Do men get disturbed if their partner does not want to participate in oral sex?
8. Is Vitamin E really for sexual potency?
9. Shouldn't kissing be reserved for knowing a person better than just the first date or is it considered by most for any time you go out with a person?
10. How does a woman have sex when she's got her period?
11. How does a man feel when he becomes sexually aroused? A loss of control? Aggressive? Are those feelings biological or socially trained into him?
12. For a woman having intercourse for the first time, does her hymen usually just stretch or does it tear?
13. Some women feel that if a man starts petting "below the waist" without her having told him in some way that it's okay, that they're being kind of exploited; that the man isn't being sensitive to her feelings. Do men generally feel that way too?
14. What is having an orgasm?
15. What does petting include?
16. If after a sexual experience you find some regrets (mutually) and you feel you can let it go, how can you help your partner let the guilt go?
17. Sometimes I have found out all too late that a female was interested in me. How do you know when a female wants to go out with you and to have sex with you? Everybody acts differently.
18. I believe that sex should be an expression of feelings--love, like, infatuation, whatever. Does sex necessarily have to be very deep and emotional? Is it wrong for two people, who are engaged in more than a superficial relationship, to have sex for fun? Can it be healthy for a relationship or will it hurt it?
19. How do homosexuals and lesbians make love?
20. Why do people give each other "hickys?"
21. Where are an individual's erogenous zones? Are they different for everyone?
22. What is menopause?
23. What is it when a female has a period?
24. What is meant by "sensitive" when speaking of rubbers?
25. Is it normal to discharge a little blood a few days before starting your period?
26. How do you say "no" to a guy who keeps insisting on sex? (Especially if you care about him and don't want to lose him.)
27. What are some of the different sexual intercourse positions?
28. Do men have anything along the lines of a woman's period?
29. When having sex during menstruation, does the woman experience pain, cramps, or anything like that?
30. How do you give a blow job?
31. What is a blow job?
32. Why do guys ejaculate prematurely?
33. How do girls feel about oral sex when making love?
34. Does or does not a male get turned on when he manually stimulates a female?
35. Is is true that once a person has sex his drive is stronger than it was before he had his first sexual act?
36. Why is oral sex illegal?

37. If woman supposedly have different types of orgasms, do men? (I've heard there are six different types, including one where the man has fits of hysterical laughing or another type in which they pass out from hyperventillating.) Is there any truth to this? If so, what are the other types?
38. When males wake up in the morning with an erection, is it only from a need to urinate or is some state of arousal present?
39. Is bisexuality a fact or is it really just a failure on the part of the individual to accept his true sexual preference?
40. What are the chances of pregnancy if the two people don't have intercourse and the guy doesn't ejaculate, but the people are physically very close and there is some semen around. In other words, is there sperm in the lubricating juices and can it find its way to the right place without intercourse?
41. Is oral sex healthy if it's only a one way thing? (The guy does it to the girl.)
42. What is masturbation?
43. If sperm can be viable in the woman up to two days after intercourse, could a woman get pregnant if she stopped taking the pill right after the last time she had intercourse?
44. How frustrating is it to be turned on without benefits of sexual release?

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SPRING 1988
Seminar: Human Sexuality (COUN 565)
Joseph M. Volker, Ph.D. 777-2729
Montgomery 308-A
Office Hours: Tuesdays 3:00 - 4:00, or by appointment (x2729)

REQUIRED TEXT: Masters, Johnson, and Kolodny, 1988, Human Sexuality, 3rd Edition. (Available in bookstore 1/20/88).

CLASS MEETINGS: 1:00 - 3:00 Tuesdays, Montgomery 318. (Note the change of meeting time as published in the schedule of classes).

## COURSE OBJECTIVES

1) To provide students with an introduction to human sexual functioning and the range of human sexual behavior.

2) To prepare students who will function in professional counseling or helping roles to work effectively with the sexual concerns of clients/patients/students.

3) To learn about the common forms of sexual dysfunction; etiology and treatment.

4) To examine personal attitudes towards variations in human sexual behavior, and to increase sensitivity to variations in human sexual behavior.

## GRIEVANCE PROCEDURES

Students have an obligation to work through the appropriate channels to resolve problems or grievances regarding this course.

Student------Instructor------Chairperson------Dean

## COURSE REQUIREMENTS

Grading for this course is on a Pass/No pass option only. A point system will be used to determine a passing grade. Points will be awarded as follows:

| | |
|---|---|
| 1) Midterm exam<br>- multiple choice and short answer based on 1st half of the semester. | 50 pts. |
| 2) Final exam<br>- multiple choice and short answer based on 2nd half of the semester. | 50 pts. |
| 3) Project<br>- see below for details | 40 pts. |
| 4) Participation in class | 10 pts. |
| TOTAL | 150 pts. |

The student receives a passing grade by accumulating 70% (105) of the total points possible.

## PROJECTS

The student has the option of choosing the form of the project. The student will declare the type of project he/she is preparing by the time of the midterm exam.

1) Research Paper - Choose a topic of interest to you in the field of human sexuality. Write a 6-10 page double-spaced-typed research paper. This paper must be typed. Dot-matrix computer print will be accepted (please, no exotic type styles). Students should be careful to observe the 10 page limit and focus the paper to stay within that limit. Papers longer than this will be judged on the first 10 pages submitted. All papers should have a cover page with the students name, paper title, course number, and date. This should be followed by an abstract of not more than 150 words (typed single space in the middle of the page) that summarizes the paper. If you choose this option you must submit an outline of the paper for feedback at the time of the midterm exam. The outline need not be detailed, but should be focused and appropriate to the course content. Include with your outline a bibliography of the sources you have investigated and will use to complete the paper. My expectation is that you will make extensive use of library resources (journals, books, government documents) to complete this assignment. Possible topics might be:

Review the controversy about the G-Spot.
Treatment modalities for male ejaculatory control dysfunction ( or other sexual dysfunctions)
Comparison of two theoretical perspectives on some aspect of human sexual behavior.
etc.

Final draft of your papers are due May 3rd.

2) Teach One Class Session - Prepare to teach one class session on a topic of interest. For those who learn best by teaching others... I have reserved one class period near the end of the semester for 1 student or a team of 2 students to present a topic relevent to the course content. Students interested in this option will be required to submit a proposal outlining the topic. The outline should include bibliographic sources. The proposal must be submitted by FEBRUARY 9th. I will select one proposal to be developed for presentation to the class. Student(s) whose proposal is selected will meet with me throughout the semester to develop the presentation. This option will still involve a focused research effort. Student will also develop exam questions pertaining to their topic for inclusion in the final exam.

3) Field Interviews - Conduct an interview/sex education session with 8-12 individuals about sexual values they adopted from the culture in which they grew up. Choose some individuals who experienced adolescence in the 1950's, the 1960's, the

1970's, and the 1980's. Synthesize your findings in a paper (6-10 pages long, double-spaced, typed). If you elect this option you must declare so, no later then the midterm exam and submit at that time an outline of the procedure and questions you will use in the interview. You will receive feedback about your proposal at that time. The final paper will be due on the last day of class (May 3rd).

4) Develop a Project of Your Own - Your project should involve detailed investigation of a topic of interest to you in the area of human sexuality. If you elect this option, submit a proposal outlining your activites by FEBRUARY 9th for feedback.

## RULES FOR GRADE "I" INCOMPLETES

UND Policy - The mark "I", Incomplete, shall be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to the instructor.

Student who fail to accumulate the minimum number of points required for a passing grade may elect to contract with me for additional learning activities to achieve a passing grade. They will receive a grade "I" and be responsible for completing the additional activities within the usual time period required by the University.

## COUN 565: Seminar on Human Sexuality SPRING 1988

| | |
|---|---|
| 2/2/88 | The Kinsey Method<br>Female Sexual Anatomy<br>Female Sexual Response (FILM)<br>Chapters 3 & 4 |
| 2/9/88 | Male Sexual Anatomy<br>Male Sexual Response (FILM)<br>Chapters 3 & 4 |
| 2/16/88 | Adolescent Sexuality<br>Chapters 7 & 8 |
| 2/23/88 | Class Cancelled due to NDACD Conference |
| 3/1/88 | Sex and Aging (FILM)<br>Chapter 9 |
| 3/8/88 | MIDTERM EXAM |
| 3/15/88 | SPRING BREAK |
| 3/22/88 | Homosexuality (FILM or SPEAKER)<br>Chapters 15, 16, & 23 |
| 3/29/88 | AIDS 1 (FILM)<br>Chapter 21, Handouts in class |
| 4/5/88 | AIDS 2<br>Handouts in class |
| 4/12/88 | Child Sexual Abuse (FILM)<br>Chapter 18 pp 480-488<br>Chapter 22 |
| 4/19/88 | Sexual Assault, Sexual Harassment, and Acquaintance Rape<br>SPEAKERS: Nancy Nienhuis, Coordinator UND Women's Center, and Donna Hudson, Coordinator, UND Student Organizations<br>Chapter 18 pp 465-480, 488-495 |
| 4/26/88 | Sexual Dysfunctions<br>Chapters 19 & 20 |
| 5/3/88 | Student Lecture |
| 5/13/88 | EXAM 8:00 am FRIDAY |

# AUDIOVISUAL RESOURCES

## CONTRIBUTORS TO AUDIO-VISUAL RESOURCES

BERESFORD, Jody

BENNET BRONER, M.

DOOLITTLE, Mark

DOVEL DRIVER, Jacqueline

ESKEDAL, Glen

FOWLER, Rod

HERITAGE, Jeannette

LEONARD, Edna A.

LIBBEY LIVINGSTON, Carolyn

NICKERSON, Eileen T.

ODA, E. Aiko

ROSEN, Efrem

SCHEPP, Kay Francis

STEIN, Valerie T.

STEVENS, Rita

STICKLE, Fred

VOLKER, Joseph M.

# Human Sexuality Audio-Visual Resources: General
## (Recommended by specific human sexuality instructors)

**Jody Beresford**

Sexuality courses taught:

Psych 335, Human Sexuality

Recommended sexuality text(s) or journal articles:

Alliguin & McCormick. Changing Boundries, Gender Roles, and Sexual Behavior.
Crooks & Bauer. Human Sexuality.

**M. Bennet Broner**

Sexuality courses taught:

Sexuality Counseling with Adolescents and Adults
"Beginning of Awareness", group program through social agency
Component in Human & Family Development courses (both undergraduate and graduate)

Recommended sexuality films/videos:

Am I Normal?/Dear Diary
Grand Opening/The Exhibition
A Family Talks about Sex

Recommended sexuality text(s) or journal articles:

None at the present time, although the Episcopal Church program is quite interesting.

**Mark Doolittle**

Sexuality courses taught:

Coun 580, Sex Counseling

Recommended sexuality text(s) and journal articles:

Barbach, For Each Other.
Clark, Loving Someone Gay.
Woodman, Counsleing With Gay Men and Women.
McWhirter, The Male Couple: How Relationships Develop.
Zilbergeld, Male Sexuality.
Kaplan, Disorders of Sexual Desire and Other New Concepts & Techniques in Sex Therapy.
Allgeier, Sexual Interactions.
Rush, The Best Kept Secret: Sexual Abuse of Children.

**Jacqueline Dovel Driver**

Recommended sexuality text(s) and journal articles:

Kitzinger, Women's Experience of Sex, Penguin Books.
Crenshaw, Bedside Manners, McGraw-Hill.
Zilbergill, Male Sexuality, Bantum.

**Glen Eskedal**

Sexuality courses taught:

EHS 729, Human Sexuality

Recommended sexuality films/videos:

"Human Sexuality & the Life Style" - film strip
Sexual Values - film strip

Recommended sexuality text(s) and journal articles:

Kaplan, The New Sex Therapy.
Denney & Quadagno, Human Sexuality.

**Rod Fowler**

Sexuality courses taught:

EPSY 550, Perspectives in Human Sexuality for Counselors

Recommended sexuality films/videos:

"The Miracle of Life" - video tape, 60", color (won an Emmy on Nova).
"NASCO's Human Reproduction and Development" (Kit), by Albert L. Etheridge - a multimedia learning program, from: NASCO, 901 Janesville Ave., Ft. Atkinson, Wis. 53532

Recommended sexuality text(s) and journal articles:

Nilsson, L., "A Child is Born" - Bibliography attached.

**Liz Gray**

Sexuality courses taught:

Coun 550, Sexual Counseling

Recommended sexuality films/videos:

"Guide to Making Love"
"Semans Technique"
"The Miracle of Life"
"AIDS: Changing the Rules"
"Everything You Ever Wanted to Know About Sex"
"Active Partners"

Recommended sexuality text(s) and journal articles:

Masters and Johnson, On Sex and Human Loving

**Jeannette Heritage**

Sexuality courses taught:

Psy 460/560, Psychosexual Adjustment
Psy 400/431, Sex and Ethics

Recommended sexuality films/videos:

Adult Bookstores
What Sex Am I? - HBO - Video
Female Impersonators - Donahue Films
Kathryn Brady: Incest Victim
Bisexual Couples
How to Make Love to Each Other
Homosexuals Going Straight
Rape: Victim or Victor, It Still Hurts
(Date Rape from Auburn University)

**Edna A. Leonard**

Recommended sexuality films/videos:

When Sex Means Trouble
Teenage Birth Control: Why Doesn't it Work?
OK To Say No: The Case for Waiting
Sexual Myths and Facts

Recommended sexuality text(s) and journal articles:

Journal of Sex and Marital Therapy
Creative Approach to Sex Education and Counseling
Journal of Sex Research

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**George R. Leddick**

Sexuality courses taught:

EDUC F500, Human Sexuality

Recommended sexuality films/videos:

Med-Pro Productions, Inc. (unwilling to share -- copyrighted)
324 8th St.
Palisades Park, NJ 07650

15 videos on variety topics, six for $695.00

Recommended sexuality text(s) and journal articles:

Human Sexuality in Nursing Process, Lion, Wiley Inc.
Human Sexuality, Masters, Johnson, & Kolodney

Suggest human sexuality instructors should contact the 15 AAMFT - Accredited programs, especially Dr. Fred Piercy at Purdue University (c/o CDFS, Purdue University, West Lafayett, IN 47907). See also, Dr. Alan Bell of Indiana University's Kinsey Institute (Smith Research Center, Indiana University, Bloomington, IN 47405).

**Carolyn Libbey Livingston**

Sexuality courses taught:

Human Sexuality and Intimacy
Issues in Psychotherapy

Recommended sexuality films/videos:

Margo, Masturbation Men
Vira Amat, Ripple in Time
We Are Ourselves - Going Down to Bimin
Active Partners - A Quickie

Recommended sexuality text(s) and journal articles:

Crooks and Bauer, Our Sexuality, 3rd edition, Benjamin Cummings Publishing Co., Menlo Park, California.
Masters, Johnson & Kolodny, Human Sexuality, 3rd edition, Scott Foresman & Co., Glenview, Illinois.

**Eileen T. Nickerson**

Sexuality courses taught:

SED-CE 880, Human Sexuality

Recommended sexuality films/videos:

Sexuality: Coping With Serious Illness
Choices in Sexuality and Disability
Communicating Sexulaity: Sex Role Development
Sex & Aging: Elders Speak Out

Recommended sexuality text(s) and journal articles:

Nadelson & Mariotle, Treatment Interventions in Human Sexuality.
Wood, Human Sexuality in Health and Illness.
Sarrell & Sarrell, Sexual Turning Points.
Barbach, For Each Other: Sharing Sexual Intimacy.

**E. Aiko Oda**

Recommended sexuality text(s) and journal articles:

Rabin, Barry J. (1980). The Sensuous Wheeler: Sexual Adjustment for the Spinal Cord Injured. San Francisco: Multi Media Resource Center.
Diamond, Milton and Arno Karlen (1980). Sexual Decisions. Boston: Little, Brown and Company.

**Efrem Rosen**

Sexuality courses taught:

CPRE 279, Sexuality Counseling

Recommended sexuality films/videos:

Sexually Mature Adult
Taking a Sexual History
Rape: Face to Face

(Willing to Share)

Recommended sexuality text(s) and journal articles:

Weinstein & Rosen, Sexuality Counsleing: Issues and Implications.
Valois & Kammermann, Your Sexuality: A Personal Inventory.

BEST COPY AVAILABLE

**Kay Frances Schepp**

Sexuality courses taught:

EDCO 280, Sexuality Counseling and Therapy

Recommended sexuality films/videos:

On Being Gay, A Conversation with Brian McNaught.
(only $35.00)
Can't You See Me: Rape Consequences and Recovery.
World Research Inc., San Diego, CA (about $100.00)
Too Little, Too Late, a Program About Families of AIDS Patients. Film rented from Fanlight Productions, Boston.

Recommended sexuality text(s) and journal articles:

Sexuality Counseling: A Training Program, by Schepp, Accelerated Development, 1986.
Journal of Sex and Marital Therapy - 4/year - articles.
AASECT Journal is useful for sexuality counseling.

**Valerie T. Stein**

Sexuality courses taught:

Psy 510, Psychology of Human Sexuality (graduate credit)

Recommended sexuality films/videos:

LoPiccalo's: Becoming Orgasmic, Parts 1-2-3
Treating Vaginismus
Diagnosing and Treating Erectile Problems
Playgirl, Sexual Secrets
AIDS: Beyond Fear
What Everyone Should Know
Sex, Drugs, and AIDS
Active Partners
Ripple of Time
The Sexually Mature Adult
What's Dirty in a Word?

Recommended sexuality text(s) and journal articles:

Kaplan: New Sex Therapy
Illustrated Manual of Sex Therapy
Master's and Johnson and Kolodny's text is adequate, not excellent.

**Rita Stevens**

Recommended sexuality films/videos:

Loving Better. Multi Media Corp.

Recommended sexuality text(s) and journal articles:

Crooks & Baur, Our Sexuality.

**Fred Stickle**

Recommended sexuality text(s) and journal articles:

Schepp, K., Sexuality Counseling.
Stahmann, & Hiebert, Counseling in Marital and Sexual Problems.

Comments:

Info on AASECT should be presented to members. Some may not be aware of the organziation. The listing of network members was a very good idea.

**Joseph M. Volker**

Sexuality courses taught:

Coun 565, Seminar: Human Sexuality (2 semester credits)

Recommended sexuality films/videos:

On Being Gay: A Conversation with Brian McNaught
Catalogue of Films: Multifocus, 1525 Franklin St., San Francisco, CA 94109.

# HUMAN SEXUALITY AUDIOVISUAL RESOURCES

**(Recommended by general instructor group)**

**Can't You See Me?** (video) -- Produced by World Research Inc., 11722 Sorrento Valley Road, San Diego, CA 92121, 1-800-972-3635.

Sexual assault education and prevention. Professionally done. Begins with a believable assault (college student and teaching assistant) and follows through to conviction.

Show the vignette, asking:audience to follow different parts (if enclosed) - process, give out educational material. Show courtroom. Process. Q & A.

It is best to have 3 - 5 sexual assault/rape programs for an overview and to show the range of issues, i.e., - Someone You Know, etc.

**Sexuality Counseling Evaluation and Training Tape (SCETT)** (video) -- Produced by Dan Richards, Private Practice Institute, 579 Forest Ave., Portland, Maine 04101.

Three minute vignettes, largely with sex-related client presenting programs. Can be used to evaluate level of therapeutic responses, using a Carkhuff type scale, or simply for class practice and discussion.

To be used in training counselors. Evaluation pre- and post-coursework.

**What About McBride?** (16mm film) -- McGraw Hill (or another of the large publishing-related companies)

Still very good for discussion of male sex role and homophobia.

Is used as an introduction to gender and role issues - short and easy to process.

**Am I Normal?** (16mm film) --

Good on male puberty. The parallel one, Dear Diary, is considered far less good. Both have problems.

For discussion of the cultural impact of family/social values in adolescence.

**Beyond the Baby Shower** (Video) -- Produced by Planned Parenthood of Northern New England, 123 Mansfield Ave., Burlington, VT 05401.

Four stories of teenage mothers - realistic.

The video can be used with discussion of problems of adolescent pregnancy.

**Sexual Roulette** (16mm film; video) -- Produced by Multi-Focus, Inc., 1525 Franklin St., San Francisco, CA 94109. The cose is: $40 (rent); $250 (video), $350 (film).

Four adults and their interactions. One tests positive for AIDS - all are at risk.

This program is to broaden awareness of audiences regarding transmission of AIDS, and communication regarding safe(r) sex.

**Partners in Healing: Couples Overcoming the Sexual Repercussion of Incest** (video) -- Produced by Independent Video Services, 401 E. 10th Ave., Suite 160, Eugene, OR 97401.

Follows three adult couples as they share the impact of child sexual abuse. Two of the victims/survivors are women and one is a man.

Useful for information; Wendy Maltz' accompanying handout is excellent. Also good for counseling and treatment planning training.

**On Being Gay: A Conversation with Brian McNaught** (video - 80 minutes) -- Produced by Focus International, 14 Oregon Drive, Huntington Station, New York 11746, (516) 549-5320. $40 purchase price.

Discussion of fallacies and facts about homosexuality, feelings about being gay in a straight world, deals with common misconceptions and deciphers them, critical look at Bible - based criticism of gay and lesbian people.

Excellent stimulous for discussion about homosexuality in college or graduate level courses.

Highly recommended and inexpensive to purchase.

**Sex and the Professional** (16mm film) -- Borrowed from the University of Alabama at Birmingham, University Station, Birmingham, AL 35294. Rental was free.

Focused on the experiences a professional (in this case a medical student) had in dealling with his sexuality and that of his patients.

(Recommended by a person who taught undergraduate and graduate nursing students and I used this film to enable them to discuss their feelings related to sexuality and that of their patients.)

**Touch** (16mm film) -- Produced by Ashley Monteque, Audio-Visual Services, University of Kentucky, Lexington, KY 40506.

Looks at touch from various views and what part touch plays in an individual's life. Emphasize how important touch is.

This film is to be used to supplement discussion on touch.

**Rose: By Any Other Name** (16mm film) -- Produced by Adelphi University - New York, Garden City, NY.

Rose and her lover are in a nursing home. She is threatened with expulsion unless she stops seeing him at night. Locus on privacy, lonliness, morality, etc., of the aged.

This is an introduction to Sexuality and Aging.

**Like Other People** (16mm film).

British film on Sexuality and Disability.

The film can be used as an example of the impact of disability on sexuality.

**Shatter the Silence** (16mm film).

Story of incest family. Follows daughter (the victim) as she grows up.

After discussion of incest issues! Good wrap up and generates further discussion.

**Rape - Face to Face** (video) -- Produced by the Film Board of Canada.

Four women confront four rapists while in prison. Good discussion of how rape occurs, impact it has on victim and view of attitudes of rapist.

This acts as a trigger for discussion of rape.

**Everyday Miracle - Birth** (16mm film).

British film on childbirth; C-Section and delivery; sonopathy view of development; views of inside fallopian tube and uterus during embryonic development.

After discussion of pregnancy and childbirth, triggers discussion of birthing alternatives.

**Teenage Father** (video).

Adolescent pregnancy - viewed from male perspective.

Start-stop: triggers discussions of rights, attitudes, and prevention of teenage pregnancy.

**Sexually Mature Adult** (16mm film) -- Produced by McGraw-Hill.

Four couples demonstrating stages of response cycle - explicit but sensitive!

Used after discussion of response cycle.

**Killing Us Softly** (16mm film).

Impact of advertising on sexual identity and sex roles. Effect of media on women's roles.

Used after a discussion of gender identity and gender roles and stereotypes.

Excellent for pointing out how women are depicted in advertising.

**Achieving Sexual Maturity** (16mm film) -- Produced by McGraw-Hill.

Review of sexual anatomy and physiology. Importance of emotional development along with anatomy. Changes in puberty.

Used as review after material is studies.

Getting very out of date!

**The Miracle of Life** (video) -- Produced by Crown Video, 225 Park Ave., S., New York, NY 10003. Cost is $29.95.

The birth process. Amazing 60 minute film that won an Emmy on PBS Nova Series.

To explain the miracle of conception and birth.

Everyone who takes a Human Sexuality class should view this film.

**Orange, Quickie, Toad** (video).

By way of illustration, this video focuses on ways sexuality may be expressed.

Can be used to begin discussion of a definition of sexuality.

# INVITATION TO SUBMIT MATERIAL

If you did not submit material to be included in this handbook and would like to contribute to the next edition, please send a copy of your syllabus and any relevant material to:

Lizbeth Ann Gray, M.S.W., Ph.D., NCC
Oregon State University
Dept. of Counseling and Guidance
College of Education
Corvallis, OR 97331-3502

The following HUMAN SEXUALITY AUDIOVISUAL REPORT FORM has been provided for your convenience to attach to your syllabus.

DEPARTMENT OF
COUNSELOR EDUCATION
AND COLLEGE
STUDENT SERVICES
ADMINISTRATION

OREGON
STATE
UNIVERSITY

College of Education
Education Hall 318
Corvallis, Oregon
97331-3502

Telephone
503-737-4317

TO: ACES Human Sexuality Training Network

FROM: Liz Gray, Emery Cummins, and Eldon Ruff
Network Co-Chairs

We need your help! In return we hope that we can be helpful to you.

As a service of the Human Sexuality Training Network, we would like to provide you with two products which may be helpful to you in teaching your Human Sexuality courses. These products are:

1. A compilation of Human Sexuality course syllabi from across the country.
2. A resource booklet of audio-visual materials available for teaching Human Sexuality courses.

In order to prepare these resources for you we need your help. Would you please send a copy of your most recent Human Sexuality course syllabus and handouts you use? Second, would you complete a copy of the enclosed form for each audio-visual aid that you have found effective in teaching human sexuality courses? In return we will send you copies of our final products.

Thank you for your assistance.

# HUMAN SEXUALITY AUDIOVISUAL REPORT FORM

Name: ______________________________

Affiliation: ______________________________

Address: ______________________________

______________________________

Telephone: (W) ______________ (H) ______________

Title of A-V Material: ______________________________

Type of Material: 16mm film ______ Audiotape ______
Video ______ Audiotape ______

Producer: ______________________________

Address: ______________________________

Cost (if known): ______________________________

Brief Explanation of Content: ______________________________

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______________________________

Brief Explanation of How You Use the Material: ______________________________

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General Comments: ______________________________

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